

THE LIBRARY QUARTERLY

Vol. XVI

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No. 3

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INTER-AMERICAN COLLABORATION IN EDUCATION FOR LIBRARIANSHIP: BOGOTA, QUITO, LIMA

RUDOLPH GJELSNESS

IN THE years 1942 and 1944 the American Library Association co-operated in three programs of instruction in library science in South American capitals. Two institutes or short-term library schools were held—one in Bogotá, July–August, 1942, another in Quito, March–April, 1944. A longer course was given in Lima, January–June, 1944. While there are other instances where librarians from the United States have taken an active part in instructional programs in Latin America, these three are selected for special consideration and some comparison because of similarities in their operation and course offerings and because, owing to American Library Association participation, somewhat comparable information concerning them has been available at the Chicago headquarters of the association and at the Washington office of its International Relations Board.

The pioneer effort was the summer school for librarians in Bogotá, where seventy-nine Colombian students completed a six-week course in the elements of librarianship.

The impetus came from Dr. Daniel Samper-Ortega,¹ under whose leader-

ship as director of the National Library from 1931 to 1938 an aggressive program had been undertaken which, among other improvements, secured for the library a new and well-equipped modern building. It had been Dr. Samper's great hope that the next major development in the program for the National Library would be the training of an efficient group of librarians qualified to inaugurate the expanded service which he considered necessary to place the library in a position of leadership for the country as a whole. One step had been taken in this direction in 1936, when he secured Miss Janeiro Brooks from the Pan American Union Library to give instruction in cataloging and classification over a period of several months to a group of catalogers from the National Library. Even after 1939, when he became president of the Gimnasio Moderno, a progressive private school in Bogotá, and severed his official connection with the National Library, he maintained his library interests and continued to use his influence to promote the

¹ Dr. Samper's untimely death in November, 1943, was an irreparable loss to Colombia and particularly so to the library movement in that country.

improvement of libraries and library personnel in Colombia. It was his urgent plea that some way be found to bring library science instruction to Colombia that led to the plan of a six-week summer school, with the major part of the instruction to be given by teachers from the United States. The final plan was developed jointly by Dr. Samper, Dr. Enrique Uribe-White, director of the National Library, and the American Library Association and was made a working reality through a grant from the Rockefeller Foundation.

The course was sponsored by the Colombian government through its Ministry of Education, in co-operation with the American Library Association. The original plan called for two instructors and a co-director from the United States, the latter to serve jointly with the director of the National Library. This plan was predicated on a possible thirty students. When Dr. Samper found a much greater interest in the course than had been anticipated, he urged that a larger number of students be admitted. Two additional instructors were then secured as exchange professors through the United States Department of State. The final list of courses and instructional staff was as follows:

Co-directors.—Dr. Uribe-White and Professor R. H. Gjelsness

Cataloging and classification.—Miss Sarita Robinson, Miss Janeiro Brooks, Mrs. Clara Newth de Villa Saenz, Professor R. H. Gjelsness. Twelve hours a week.

Administration.—Mr. Manuel Sanchez. Three hours a week.

Book selection.—Dr. José Forero. Three hours a week.

In addition to these courses a series of lectures intended to serve in part as a general historical introduction to librarianship and libraries was scheduled two hours a week. This included several illustrated lectures on library buildings,

past and present, with lectures on other topics related to libraries by such speakers as Dr. Uribe-White, Dr. Samper-Ortega, Minister of Education Germán Arciniegas, and the United States cultural relations officer, Herschel Brickell.

Candidates who wished to enrol for the course were asked to fill out a questionnaire and to appear for a personal interview. In the final selections education, scholastic ability, knowledge of languages, particularly English, and library experience all were considered. Since the objective of the course was primarily to give librarians in service some insight into modern library techniques and methods of library administration as practiced in the United States, only a few were admitted who did not already hold library positions, and successful library experience was a strong factor in determining admission. While no minimum educational qualifications were set, preference was given to those with the best educational background. The formal education of the group selected included 7 per cent who had not completed secondary education, 63 per cent who were graduates of secondary schools, and 30 per cent who had had one or more years of university study or were university graduates.

Since preference was given to librarians in service, and this was the first formal course in library work to be given in Bogotá, it was natural that the group was a mature one, although 60 per cent were under thirty years of age, and only 10 per cent were forty or over.

Although the course had received publicity in other parts of the republic and some inducements in the form of travel grants were available to librarians from the provinces, only three came from Colombian cities other than Bogotá—two from Medellín and one from Ibagué.

In addition to these, there were two from Caracas, Venezuela.

The students represented all types of libraries with a rather large number (twenty-five) from the National Library. This was to be expected, since the library had suspended operations in many of its departments in order to permit a large number of its employees to take the course. The various faculties of the National University were represented by nine students, the Catholic University (Universidad Javeriana) by eight, libraries of ministries by eleven, and other educational institutions by ten. Of the remaining sixteen, several had no library affiliations and others were in special libraries of various kinds. There were thirty-three men and forty-six women.

The program in Quito bore a close resemblance to the one in Bogotá. The principal local librarian instrumental in its promotion was Alfredo Chavez, the young library director of the Central University of Quito. He and Mrs. Dorcas Worsley Reid, a North American, who had just reorganized the library of the Centro Ecuatoriano-Norteamericano, shared responsibility for the project. A second librarian from North America, Miss Marietta Daniels, joined the instructional staff on leave from her position as librarian of the Escuela Normal, Santiago-Veraguas, Panama.

The Central University, with the approval of the Ministry of Education, was the chief sponsoring agency, operating through its extension division. The American Library Association served as the sponsoring agency from the United States, with the aid of a grant from the Rockefeller Foundation and collaboration from the United States Department of State.

While on a somewhat less ambitious scale than the Bogotá institute, especial-

ly as regards North American participation, its aims were substantially the same. They were stated as follows in the advance announcement sent to all parts of the republic: (1) to impart some knowledge of technical library methods to a select group of Ecuadorian librarians; (2) to increase their sense of professional solidarity and mutual cooperation; (3) to stimulate further study in library science; and (4) to encourage the formation of a national library association and the inauguration of a professional bulletin.

The administrative committee, in addition to Director Chavez and the two North American instructors, Mrs. Reid and Miss Daniels, included Dr. Francis Colligan, United States cultural officer in Quito; Dr. Julio Endara, director of extension work, Central University; Dr. Carlos Andrade Marín, president of the Centro Ecuatoriano-Norteamericano de Quito; and Sra. Rosa Borja de Icaza, directress of the National Library.

The courses offered were:

Cataloging and classification.—Miss Marietta Daniels. Five hours a week of lecture, ten hours of laboratory work.

Reference and bibliography.—Mrs. Dorcas W. Reid. Three hours a week.

Organization and technical services.—Mrs. Dorcas W. Reid. Three hours a week.

Book selection.—Mrs. Dorcas W. Reid. Two hours a week.

In addition, a series of lectures open to the public was scheduled twice a week from 6:00 to 7:00 P.M. The lecturers included men prominent in educational activities in Ecuador, as well as guests from the United States and elsewhere. Some of the titles will suggest the interesting range of subject matter covered in the series:

Impressions of Libraries in the United States, 1943 (Jaime Barrera)

The Library and University Education in the United States (John T. Reid)

- The Value of Libraries (Julio Larrea)
 Libraries in England (Kenneth Wilson)
 Libraries in Bogotá and Caracas (Jorge Guerrero)
 Realities in Intellectual Co-operation among the Americas (William Berrien)
 How English Is Spoken in the United States (Francis Colligan)

Provision was made for the admission of approximately twenty students, with the thought that a small group would give opportunity for considerable individual attention. These students, carefully selected with a view to having representation of the principal cultural centers in Ecuador, came from many types of libraries. Of the twenty-two students completing the course, only ten came from Quito. There were four from Guayaquil, two from Cuenca, and six from as many other cities. This is in contrast to the Bogotá school, where very few came from the provinces. The National Library was represented by two students and the Central University by three; two came from provincial universities and two from municipal libraries. The largest group (seven) represented school libraries. While relatively small numerically, the student body was representative of the country as a whole, with respect to geographical origin as well as to types of libraries.

The Lima Library School, as Dr. Kilgour points out in his article in the *Library Quarterly* for January, 1945, differed from the other two in that its principal objective was to prepare a personnel for professional posts in the National Library rather than to provide training for those already holding library positions. After the disastrous fire which destroyed the library and the major part of the book collection in May, 1943, Dr. Jorge Basadre, the new director, faced the problem of building a new institution. Among the needs

which he placed foremost in his plans for a library organized along modern lines was provision for the training of personnel qualified to shoulder some of the responsibilities for developing and promoting the enlarged services contemplated. As a result of his foresight and initiative, the library school was established by a presidential decree dated June 23, 1943, reading, in part, as follows:

- The President of the Republic, in view of the necessity of developing a body of employees technically prepared to fill posts in the nation's libraries, and of the fact that there does not exist at present in the country, any institution which in its program of studies has technical courses in the field of librarianship, decrees:
1. The creation of the National School of Librarianship.
 2. The organization and direction of the school to be the responsibility of the director of the National Library.
 3. Future appointments of technical personnel of the National Library to be selected from graduates of this school.
 4. Funds required for the execution of this decree to be secured from the special grant approved for the reconstruction of the National Library.

Dr. Basadre came to his new position, that of director of the National Library and director of its school, with a rich background of accomplishment and experience both as scholar and as librarian. For many years a discerning and interested student of library developments in other countries, especially the United States, he was prepared to incorporate into his plan of organization and his plan of training the best which the experience of others had developed, adapted, as he well knew it would need to be, to the situation existing in Peru. In planning the initial program for the school, he worked closely with Peruvian groups and individuals and, in addition, with the United States Committee To

Aid the National Library of Peru, with the American Library Association, the Hispanic Division of the Library of Congress, and others. An account of these relationships and their contribution to the development of the library school is told in Dr. Kilgour's article and need not be repeated here.

Dr. Basadre's plan for a library school was not his first contact with the problem of library training; he had been responsible for a short course in administration and bibliography given in the University of San Marcos in 1931, when he was director of that library. Moreover, he had given the subject considerable thought and effort since that initial venture and had a practical view of the place of library training in Peruvian library development. It is this attitude and background of knowledge on the part of the director of that school which makes the program in Lima of particular interest and value.

The following statement of objectives appears in the printed announcement of the school:

The School is an institution designed to give specialized technical instruction to persons who wish to follow a career in librarianship. Its courses are organized in such manner as to furnish students theoretical and practical training that they may be professionally able to meet the demands of library service. In view of the length of the course and the requirements for admission, it is understood that students will be prepared for subordinate positions only, leaving to the individual initiative, capacity, and experience of each student the further extension of his preparation.²

The principal objective of the first course being to prepare candidates for positions on the staff of the National Library, it was planned with the needs of that library in mind. Twenty-five stu-

dents were selected from a large group of applicants. While this number included many with substantial library experience, such experience was not required, nor apparently did it carry any preponderant weight in the final selection. The effort was to select persons of good scholarship, with language ability, intelligence, and personality. In addition to these twenty-five, twelve practicing librarians from other libraries were admitted to the course. Again, as in Bogotá, they were a mature group, predominantly between the ages of twenty-five and thirty-five. Almost all the students came from Lima, with one from Arequipa and two from Cuzco.

The program and staff were as follows:

Director.—Dr. Jorge Basadre.

Cataloging and classification.—Dr. Jorge Aguayo, Miss Josephine Fabilli, and Srta. Carmen Andraca. Six hours a week.

Reference and general bibliography.—Dr. Raymond Kilgour and Miss Elizabeth Sherier (January–April). Concluded by Dr. Basadre (May–June). Three hours a week.

Peruvian, Spanish-American, and Spanish bibliography.—Dr. Jorge Basadre. One hour a week.

Organization and administration of libraries.—Dr. Raymond Kilgour (January–April). Three hours a week.

Children's libraries.—Miss Margaret Bates. (May–June). Three hours a week.

History of the book in America.—Dr. Alberto Pincherle and Dr. Alberto Tauro. One hour a week for six weeks.

Paleography.—Father Victor M. Barriga. One hour a week.

Peruvian culture.—A series of lectures by Dr. Luis Fabio Xammar.

The entire course resulted in a total of approximately fifteen hours of class work per week, in this respect corresponding to the class load of students in library schools in North America. Except that it was scheduled for six months rather than nine, it approached the

² *Escuela de bibliotecarios de Lima: plan y programas*. Lima, 1944. Pp. 12.

standard one-year curriculum in library science in North America. The institutes in Bogotá and Quito, on the other hand, being briefer and more accelerated, may be better compared to our summer-school courses or summer institutes which aim at giving elementary training to staff members of libraries without previous full professional training. Like those short courses, they gave an elementary introduction to library techniques and processes and were designed to open up the possibilities of library services, especially the relation of the librarian to his clientele, to place the student in contact with other libraries and with library literature, and to stimulate co-operation and promotion of library services. The course in Lima was more nearly a complete professional curriculum, intended to give a sufficiently thorough grounding in the fundamentals of library science that its graduates could qualify to begin professional work of some complexity and responsibility. Its total of about 300 class hours is in contrast to that of 114 in Bogotá and 161 in Quito. In Bogotá and Quito almost all the students devoted their full time to the work; in Lima many held full- or part-time positions in addition to their class work. In all three cases, however, it is probably true that less time was spent in preparation outside the classroom than is usual in library schools in North America.

The relative emphasis placed on the traditional subjects of a library science curriculum in the three schools reveals interesting similarities and has some implications for the future. In every case there seemed to be agreement on the part of the Latin-American directors that considerable emphasis should be placed on courses to prepare personnel

to classify books and to prepare catalogs. This was represented as an immediate need, since modern library service to the public can hardly be developed until libraries are adequately classified and cataloged. All the courses in cataloging covered descriptive cataloging, classification, subject headings, and filing, differing mainly as to the length of time devoted to each subject. In all cases there was generous provision for practice work. The Lima course, which followed closely the cataloging syllabus of the Columbia University School of Library Service, was apparently conducted with great emphasis on supervised practice. In Bogotá one hour of the two-hour period was frequently devoted to a lecture or to general instructions from the professor and the second hour to an application of the material presented in the lecture. In Quito two hours of practice work were provided for each hour of lecture. In every case the desirability of teaching a small group at a time and the need for as much individualized instruction as possible have been emphasized in the reports of the professors. In Bogotá, where seventy-five students were taking cataloging, it was necessary to form six sections, distributing them among four professors. This breakdown made it possible to group the more experienced students together for instruction adapted to their level of advancement. In Lima a division was eventually made into two distinct groups, one of which was prepared to devote more time to the subject, meeting every morning for three hours and combining practical work with theoretical study. These students were being prepared specifically for cataloging positions in the National Library, and the instruction was adapted to that end. The Bogotá students devoted twelve hours a week to

cataloging; Lima students ten to fifteen hours; Quito students fifteen hours. Supervised problem work accounted for at least half the time included in these totals.

The Dewey decimal classification was the principal system taught, although there was some comparison with earlier and later classification schemes. This classification scheme, which, along with its modification in the Brussels classification, is known and used in all parts of the world, lends itself conveniently to teaching purposes. It gives the student an amazingly quick grasp of the elements employed in the construction of classification schedules, as well as an elementary view of possible divisions of knowledge and their interrelations. Its simplicity, its orderly plan, and its many mnemonic features combine to make it an interesting and effective teaching tool. The student who has studied classification through the Dewey decimal system will not find it difficult to adjust himself to a system like the Library of Congress, with its greater complexity and lesser degree of uniformity in the schedules for the principal subject divisions. For North American teachers the Dewey decimal classification is a natural choice because of its wide prevalence in their libraries. The added fact that it had been previously adopted as the official classification system by the national libraries in both Bogotá and Lima made it the logical choice in those places. In Quito the library of the Centro Ecuatoriano-Norteamericano, which served as a laboratory library for the school, was classified according to the Dewey scheme, and this was a strong reason for its use there. It was recognized, however, that some libraries, particularly large scholarly libraries and libraries in special subject

fields, might wish to adopt the Library of Congress classification and that students would welcome some study of it. There was, unfortunately, no opportunity for more than a brief introduction to this classification after the student had completed his study of the Dewey and had had some experience in applying it. In the relatively short time available, to have distributed the instruction in classification over several schemes could have resulted only in confusion in the minds of the students.

Inevitably, the use of the Dewey brought into sharp relief some of its shortcomings for Latin-American use, none of which, however, appears to be insoluble. In fact, the introduction of these problems in the classroom was a stimulus to discussion and constructive thinking about them. The Dewey also provided opportunity to introduce characteristics of the Brussels classification, and the student so oriented should have little difficulty in adapting himself to that scheme. Quite apart from the disputed question of the adaptability of the Brussels to book classification, it could not have been used with any degree of satisfaction as a teaching tool, because copies of the schedules were not available either in libraries or by purchase. Whether or not it is used as a principal text, its reference value is important in any study of classification, particularly in Latin America, because its French text is more easily comprehended by many students than the English text of the Dewey.

In cataloging, the Anglo-American rules were used, the 1908 edition being relied on for multiple copies for general student use and the 1941 revision for reference and the use of the professors. Since there is no Spanish edition, it was necessary for the individual professors

to translate for the students the fundamental rules as they were taken up in the progress of the course. The Spanish translation of the Vatican rules,³ being in general agreement with the Anglo-American, would have been very useful in this connection but unfortunately was not available in Bogotá or Quito. Dr. Aguayo, at Lima, translated eighty-three of the principal rules in the 1941 revision of the American Library Association rules and these were mimeographed for the use of his students. Miss Ione Kidder, who visited the Bogotá school while it was in progress, made available to the students and professors her translation of some of the descriptive cataloging rules she had used in her work and teaching in Caracas. The mimeographed notes which María Teresa Chavez used in teaching in Mexico⁴ were among other aids noted by the professors as having practical value.

The study of subject headings presented a greater problem than either classification or cataloging. A comprehensive text on the subject did not exist even in English, and the standard lists of subject headings in English, notably the Library of Congress and Sears lists, required considerable adaptation because of language differences. For illustrative purposes, extracts were made of lists available in Spanish; while none of these was in any sense comprehensive, all were serviceable, and, being based on the North American lists, they could be used in conjunction with them.

The experiences of the teachers in trying to present this exacting subject brought into sharp relief the urgent

need of a standard list of headings in Spanish, not only for teaching purposes but also for use in the libraries. Without it, much effort will be spent by individuals in developing lists for their own collections without regard to wider use, particularly the standardization which is essential to general application. A standard comprehensive list can emerge only as the product of experience—an experience now fortunately going on in many libraries. The development of a dictionary catalog in the National Library in Caracas, begun by Anita Kerr Johnson and continued by Miss Kidder, and Miss Kidder's present work on the reclassification and recataloging of the library of the National Museum in Mexico should serve as important contributions to such a list. There are other useful lists, usually available only on cards or in manuscript, such as the one prepared by Gonzalo B. Velazquez at the University of Puerto Rico. How these various efforts can be co-ordinated is another problem, but one which might well be placed on the agenda of future Pan-American library conferences.

As given in the three places, the administration course did not differ greatly in content and received about an equal proportion of the total class time. Emphasis was placed on the factors which contribute to an effective library administrative organization, with particular reference to service to the public. In the Bogotá announcement the course was designated as "Public Services" in accord with this concept of its purpose. Objectives of circulation and reference work were stressed, as well as service to special groups—children, professional groups, and schools. The preparation of organization charts and building plans provided practical problems for students to adapt to their own situations.

³ Biblioteca Vaticana. *Normas para catalogación de impresos*. Ciudad del Vaticano: Biblioteca Apostólica Vaticana, 1940. Pp. 472.

⁴ "Brevas notas para el curso elemental vespertino de catalogación." Mexico, 1934. Pp. 73.

The circulating library developed by Dorothy Reeder for the National Library in Bogotá served as a laboratory for the observation of circulation methods in a small popular library, as did the library of the Centro Ecuatoriano-Norteamericano in Quito. The usefulness of visual aids in this course as well as in the others was amply demonstrated. Catalogs of library supply houses provided representations of types of useful library equipment and descriptions of necessary supplies of various kinds. Collections of photographs of different types of libraries and photographic representations of library services in action, with slides of buildings and building plans, helped to make a reality of the matter discussed in the lectures. The Wichita film, *The Newcomers Visit the Library*, was shown in all three schools. This attractive color film unquestionably gave a more lasting and more complete impression than words or photographs could of the activities of the public library and its services to the community.

A reference course of the traditional type presented so difficult a problem that when the program was planned for Bogotá no separate provision was made for it. Perhaps the greatest handicap was felt to be the lack of an organized reference collection sufficiently complete and typical to serve as a laboratory. Furthermore, there existed no list of reference works compiled to meet the needs of Colombian libraries, or even of Latin-American libraries in general. Recognizing fully the need of such instruction, but seeing no way of meeting it adequately with the time and materials available, Bogotá gave no separate reference course but included in the administration course a general overview of the purpose and possibilities of

reference work, suggestions on how to organize a reference collection, and a summary of the types of material which may properly be segregated in such a collection. The study of the books themselves was limited to a few classes of general works, such as encyclopedias and dictionaries. In Lima the course designated "Reference and Bibliography" attacked this problem in a more comprehensive fashion, with considerable study of the characteristics of individual reference books from the standpoint of selection and use. Standard works in broad subject fields in foreign languages, as well as in Spanish, received some attention.

In Quito the reference section of the course "Reference and Bibliography" covered (1) characteristics of general reference materials, notably dictionaries, encyclopedias, atlases, periodicals, and newspapers; (2) the purpose and function of reference work; and (3) the organization of reference collections.

"Book Selection" as a separate course appears in both the Bogotá and the Quito outlines. In Bogotá it was offered by a Colombian professor, José Forero, historian and librarian, then chief cataloger in the National Library, whose wide knowledge of books and bibliography assured its success. General principles of book selection for different types of libraries and for different groups of readers formed the first part of the course. This was followed by a survey of bibliographical sources, particularly those of Spanish, Colombian, and other Latin-American origins. A brief introduction to the trade and national bibliography of the United States and Great Britain, contributed by the North American co-director, was designed to show how to secure bibliographical information concerning books published in Eng-

lish, as well as to give a view of the relation of various types of bibliographies in a national coverage. Toward the end of the term, students prepared individual bibliographies of books in specific subject fields or books selected to serve some specific purpose.

The major divisions of the book-selection work in Quito were two: (1) national bibliography and the book trade and (2) principles of book selection, its methods and tools.

While the Lima school did not single out book selection as a special topic for major emphasis, considerable attention was given to Peruvian bibliography in the bibliography course, including subject bibliography, and contemporary book records of the Spanish-speaking world. The administration course introduced the subject of book selection, its purpose and principles, with some study of book-trade tools of the United States.

Children's libraries received special emphasis in Lima, since a children's library was to be established as a department of the National Library of Peru. Two months of the administration course were devoted to this subject, and, in addition, a special course on school libraries was given to a selected group of fifty teachers from Lima secondary schools. This course consisted of thirteen lectures by Miss Bates and four by Srta. Carmen Ortiz de Zevallos, the latter group dealing with problems of acquisition, cataloging, and classification.

All these schools operated under the handicaps imposed by war conditions, especially as regards North American participation. Uncertainties affecting the travel of the visiting teachers and the shipment of books and other materials from points in the United States made it unwise to assume that a course plan pre-

pared in advance could be followed in every detail. Careful preliminary plans were made in each case, but actual situations necessitated adaptations and changes. One of the greatest difficulties was the provision of textbooks and other course materials in sufficient quantity for the use of a large class at the same time, lack of suitable texts in Spanish being a part of this general problem. However, the adaptability and ingenuity of the teaching staffs from both North America and Latin America and the effective co-operation of the Latin-American directors combined to meet the situation successfully. Basic material, including course outlines, abstracts of lectures, and translations, was made available by means of the mimeograph. Considerable problem work had been prepared in advance. For the Bogotá cataloging course, for example, stencils for problems had been prepared in Chicago from Miss Robinson's copy and arrived in Bogotá ready for duplication. There were, naturally, other work problems which could be prepared only on the ground, since they required the use of local publications or local libraries. Throughout, the teachers kept before them the necessity of adapting the classroom program to available equipment and books as well as to the needs of the students. That they achieved some success was evident in the favorable reaction of the students: their willingness to adjust themselves to temporary inconveniences, their eagerness to learn as much as possible, and their earnest desire for further instruction. In Bogotá, unfortunately, travel schedules did not allow time after the conclusion of the course for the North American professors to confer with the students in their own libraries. In Quito and Lima such conferences

were provided and were found to be very productive.

The short-term courses did not pretend, or hope, to turn out fully equipped professional librarians. It was recognized and emphasized that they were primarily an introduction to the broad field of librarianship, designed to give an insight into the technical work required for good library service, to throw into relief the problems ahead, and to give a view of the opportunities for the librarian to serve his clientele. The students were introduced to the literature of librarianship, and the way was opened to those with enterprise and zeal to continue their education through that literature. A working example of a library school in operation was provided, which the local librarians might find useful when they approached the problem of establishing a permanent school.

Each one of these schools had, in reality, many of the characteristics of a prolonged international conference in librarianship, and certainly there is no more favorable opportunity for international co-operation than that afforded when groups of different nationals of the same profession come to grips with common problems. With thinking directed into the same channels and a consequent exchange of ideas and viewpoints, consciousness of national differences is subordinated. International co-operation between professional groups has been a reality for many years and is well exemplified in the work of international societies in many scientific and other cultural fields. The activities of these international groups, however, may not always reach the rank and file of the individual national memberships, since they operate largely through the leaders of national organizations. The Bogotá, Quito, and Lima schools brought

delegations of North American librarians, along with some from other countries, into a working alliance, as it were, with the practicing librarians of the countries in which the instruction was given. Through exchange of experiences the librarians of each country could not fail to gain a better comprehension of the problems of the others. From that sort of understanding comes mutual confidence, interest, and respect.

The North Americans did not pretend to be able to tell their students and colleagues how to operate their libraries. Instead, they wisely remained within the limits of their own knowledge, demonstrating how library service functions in the United States, secure in the belief that the distilled experience of sustained progress over a period of seventy-five years had furnished principles and techniques of more than national significance.

The North American librarians who served on the faculties profited fully as much as the students. They came face to face with library situations foreign to their experience, involving problems to which they had no ready answer and to which they could bring at best only tentative suggestions. It brought about an enlargement of their point of view and gave them a new perspective on library development in their own country. They could well echo and applaud Dr. Osler's words in his well-known address on "The Student Life" that "the personal contact with foreign workers enables one to appreciate better the failings or successes in one's own line of work."

Library development in Latin America has been handicapped by the relative isolation in which most librarians have been working. Geographical barriers have imposed serious limitations not only on the movement of individuals from

one country to another but also on the movement of materials. Even within a single country such as Colombia communication between different centers has been difficult and slow, and librarians in the provinces have not been in touch with those in the capital or in other regions. At best, also, only a small number of persons are engaged in library work in a given country or city. It is not to be wondered at, therefore, that the librarians have not come together to work on library problems in a very effective fashion on a national basis. Latin-American libraries and librarians have many problems in common, all urgently calling for solution, but to meet productively on an international basis they must first co-operate actively on a local basis. The library schools helped to bridge this gap. One of the results of the Bogotá school, reiterated again and again by the students, was that it brought together the librarians of one city, many of whom were entirely unacquainted with the others or with their libraries. The study of the same curriculum gave them common ground for an intelligent approach to one another's problems, as well as to those of librarians in the United States. They formed a library association, as they did in Quito—certainly the first step toward co-operative activities. Through such an association will come co-operative projects on the national level and, later, participation on the international level.

A strong impetus was given the preparation of teaching materials. For the Bogotá school, for example, a translation of Miss Sears's essay on subject headings⁵ was made available to all the

students—a most useful introduction to the subject. One of the students, Marion Forero, prepared a translation of the monograph by James Childs on government documents, which has since been published.⁶ An outline of the Dewey decimal classification, with modifications for the National Library, prepared by Dr. Forero for the classes in cataloging, was published in 1943.⁷ Other materials prepared in Spanish and mimeographed are listed in the report to the American Library Association Executive Board.⁸ All of these were available for use in Quito and Lima. The eagerness with which the Bogotá staff welcomed several articles on cataloging which Jorge Aguayo of Cuba had published was a contributing factor in hastening the completion and publication of his manual on the subject, this manual being used in both Lima and Quito.⁹ Mrs. Reid includes in the Appendix of her report to the American Library Association¹⁰ a file of mimeographed material prepared for students in all the classes in Quito, which should be useful in other similar situations. The fulness of the description of the courses in Lima with the related bibliographies, as published in its *Plan de estudios*, is in itself a contribution of value to anyone working on a library

⁶ James B. Childs, "El Encabezamiento de autor para los publicaciones oficiales, traducido del inglés por Marion Forero Nogués." Washington, D.C.: Unión Panamericana, 1944. Pp. 49. (Mimeographed.)

⁷ José Forero, *La Clasificación decimal Dewey en la Biblioteca Nacional de Colombia*. Bogotá: Prensa de la Biblioteca Nacional, 1943. Pp. 16.

⁸ Rudolph H. Gjelsness, "Bogotá Library School July-August, 1942: Report to the A.L.A. Executive Board." Chicago: American Library Association, 1942. Pp. 36. (Mimeographed.)

⁹ Jorge Aguayo, *Manual práctico de clasificación y catalogación de bibliotecas*. La Habana: Juan Montero, 1943. Pp. 142.

¹⁰ Dorcas Worsley Reid, "Quito Library School, March-April, 1944: Appendices for Report." Quito, 1944. Pp. 162. (Mimeographed.)

⁵ Minnie E. Sears, *Sugestiones prácticas para el principiante en el trabajo de encabezamientos por materias ... traducido por Carmen Rosa Andraca para el curso de bibliotecarios*. Bogotá: Prensas de la Biblioteca Nacional, 1942. Pp. 28.

science curriculum in Latin America. The periodical *Fénix*, issued by the National Library and edited by Dr. Basadre, has included a number of articles by professors and students in the school. Dr. Aguayo¹¹ and Miss Bates¹² contributed to the first number and Miss Sherier¹³ to the second. This journal has other practical and interesting articles, among them one on the organization of small libraries by Srta. Carmen Ortiz de Zevallos and another on the organization of the catalog department of the National Library. A well-edited, useful publication, it deserves wide distribution and reading.

The lack of adequate materials in Spanish still remains one of the major problems before Latin-American teachers of library science. A number of translations of basic works now existing in English are under way and will help to bridge the gap until original books growing out of actual Latin-American library experience are available. Some enterprising librarian will produce a Mudge for Latin-American libraries, but such a work does not emerge simply as an exercise in compilation from other sources. It must be based on experience with reference books and the part they play in library reference service. The courses in library science, through emphasis on the value of an information service through books and on the means of achieving such service, gave impetus to the development of active reference collections, prepared to serve the needs of readers. The working reference col-

lection will be the laboratory in which books will be tested and their usefulness and reliability determined. Evaluations so arrived at, shared with other libraries, will contribute greatly to the effectiveness of the collections and the reference services.

Reference service and its day-to-day contact with readers' requests will further serve to bring to light the need for new types of reference works, as well as other books, with the prospect that, once the need is known, publishers may be encouraged to supply the lack. Libraries as purchasers of books are not as yet an important factor in Latin-American publishing; and this is due in no small degree to inadequate information regarding the books which are at any given time available in different publishing centers. The librarians can remedy this through a pooling of their experience with books and readers and a promotion of the best books for all varieties of library purposes.

One of the most encouraging results of these programs is that they have created among the librarians a desire to improve their own preparation and to raise the standards of librarianship in their own countries. Many of the students have had further study in the United States and have returned to their countries with improved preparation and broadened outlooks.

From the Bogotá group four have completed courses in library science in library schools in the United States: Rubén Pérez Ortiz (Denver and Michigan), Judith Jiménez (Simmons), Marion Forero (Catholic University), Ernesto Delgado (Michigan). With the exception of Miss Forero, who is on the staff of the Pan American Union Library, these students have returned to Bogotá, where they are in responsible library

¹¹ Jorge Aguayo, "Catálogo clasificado y catálogo de diccionario," *Fénix*, I (primer semestre, 1944), 5-18.

¹² Margaret Bates, "Las Bibliotecas infantiles," *Fénix*, I (primer semestre, 1944), 19-27.

¹³ Elizabeth Sherier, "La Biblioteca especializada," *Fénix*, II (primer semestre, 1945), 159-69.

posts and are assuming leadership in the profession. From Mr. Pérez Ortiz comes encouraging word of expansions and improvements in the library of the Escuela Normal Superior, of which he is director, including an augmented staff and strengthened services. Mr. Delgado, librarian of the municipal library, reports approval of a project of five branches to be opened early in 1946, which will extend library service to parts of the city at present without such service. High on the list of projects of the Asociación de Bibliotecarios in Bogotá is the establishment of a library school on a permanent basis.

From Quito, Alfredo Chavez, director of the Central University library, came to the States in October, 1944, and spent one term in residence at the University of Michigan as a student in the library school and several months observing libraries of various types. After his return to Quito he reported encouraging developments in the libraries headed by former students, particularly improvement in the accessibility of the books by means of classification on the shelves, which is a new departure in many libraries. He further reported that the Asociación de Bibliotecarios de Quito is about to begin the publication of a bulletin which will contain articles and news on library activities and a regular listing of new Ecuadorian books as they appear.

Two graduates of the Lima school are currently on student visits to the United States: Srta. Delfina Otero and Sr. Luis Málaga. Miss Otero, who is studying at the Institute for the Education of the Blind in New York City, will observe the work with the blind as developed in various libraries, with the expectation that on her return to Lima she will have

charge of the department for the blind in the National Library. Mr. Málaga worked for some months in the Rochester Public Library, studying all aspects of the organization and administration of a public library. He later enrolled in the summer session of the library school at Columbia University and then worked for a time at the Library of Congress. He is preparing himself specifically to teach courses in library administration and related subjects on his return to Lima.

An informative letter from Dr. Basadre, dated December 1, 1945, reports that fifteen graduates of the 1944 course in Lima are on the staff of the National Library. The school being a permanent one, some instruction will be offered every year. In addition to the course given in 1944, Dr. Basadre has directed two others, one for catalogers, limited to ten students, which ran from January to July, 1945, and another briefer course for the personnel of the popular library of the Cámara de Diputados. The latter course, he believes, will be helpful in preparing future courses for the training of school librarians and librarians for small public libraries in the provinces. For 1946 a comprehensive program is contemplated, which includes the following courses: cataloging and classification; organization and administration of libraries (including general bibliography and book selection); Spanish bibliography (including Peruvian and other Spanish-American bibliography); and history of the book in general and of the American and Peruvian book in particular.

The general emphasis in this program continues to be on the bibliographical phases of education for librarianship, pointing to the fact that the chief pur-

pose of the instruction is still to prepare for service in the National Library.

Schools of library science will undoubtedly experience a considerable growth in Latin America, a growth which will come not only as a result of the realization of the need on the part of librarians but because of the insistent demands for library facilities from potential users. Particularly is this true in the scientific and technical fields, in which organized, up-to-date collections, administered by competent personnel, have become indispensable. The extension of educational opportunity, too, is creating a demand for libraries in schools and for libraries for the general public. Increased participation of the people in public affairs is further accentuating the need for agencies such as the public library to develop an informed public opinion.

The pattern of education for librarianship which will emerge lies in the future as an outgrowth of demonstrated needs in the libraries themselves. From the practicing librarians, individually and collectively, will come the creation of many of the tools to be utilized in the teaching. North American librarians and library schools have much to contribute to that development, although the major responsibility will fall on such leaders as Dr. Basadre and the others who are pioneers in the field. In the meantime, the contacts established between librarians of both continents will serve to generate a continuing exchange of ideas on library development and with it the promotion of the major important task of an adequate exchange of information between countries and their peoples. Librarians who speak the same professional language can be the key agents in that enterprise.

ANDREW S. HALLIDIE AND LIBRARIANSHIP IN SAN FRANCISCO, 1868-79

FULMER MOOD

ANDREW SMITH HALLIDIE had just passed his thirty-third year when he was elected to the presidency of the board of trustees of the Mechanics' Institute of San Francisco in March, 1868. Although few of his contemporaries could have guessed it, this circumstance was destined to have some significance for the future of libraries and librarianship in California.

An immigrant Scot, Hallidie had come as an impecunious youth to California some years before, during the mining rush. His thrift, prudence, ability to handle machinery, and unusual powers of invention, joined with good business sense, had combined to raise him quickly above the common run, and within a decade he had acquired what was for those times a comfortable capital and also the repute that comes with success in business. Hallidie was one of the pioneer industrial men on the Pacific Coast and the first to establish a factory for making wire rope and cables. At the time that he took over the headship of the trustees of the Mechanics' Institute, that society was in rather a languishing condition, rent by factions and far from prosperous. Young, energetic, practical, and yet humanitarian in his outlook, Hallidie was the very man to whom to intrust the leadership of this institution, and he accepted gladly the responsibilities then lodged with him.¹

The Mechanics' Institute was a

varied affair: it encouraged industrial enterprises by arranging periodically for exhibitions of machinery and local products; it sought to humanize the rough youth that thronged in the city's streets; and it conducted a library. Thus, as president of the board of trustees, Hallidie had many concerns over which to watch, and the society's library was but one of these. In this paper attention will be confined exclusively to his relations with the library.

The new president approached his task as a practical man, for he was not only a philanthropist at heart but also a successful employer of labor and an inventor of distinction. It was during the first years of his presidency that he conceived the idea of a system of cable-car transportation for the steep streets of the city, and, after intense concentration and technical research, he worked out the idea, procured the basic patents, and saw to the actual construction of the plant. Because of his interest in manufacturing processes and in the application of scientific theories to practical affairs, he needed to have on hand a well-stocked reference library, and this need was undoubtedly one of the sources of his interest in libraries, especially reference libraries.

But Hallidie was also a Scot and a puritan moralist, hostile to the idea of wasting precious time, unwilling to countenance aimless living, hard drinking, and frivolity. As a curb, if not a cure, for the moral evils with which San Francisco was overrun in those days, he advocated libraries. Bring the youth in

¹ *Dictionary of American Biography*, VIII, 156; Edgar M. Kahn, *Cable Car Days in San Francisco* (Stanford University: Stanford University Press, 1940), pp. 27-42.

from the streets, he reasoned, and settle them down with good books. Let the libraries compete with what were then euphemistically termed "corner groceries," and perhaps the hoodlums would be reformed. This notion that libraries would serve as agencies for the promotion of moral reform he held to tenaciously. In his mind it was associated with the idea that the unemployed and roving youth of the city could use the book collections to prepare themselves for the mechanical trades, the labor supply for which was none too abundant. The city in those days had no vocational schools, no industrial schools for training artisans. The developing industrial capitalism on the Coast stood in need of well-trained artisans, and Hallidie cherished the hope that libraries, when and if stocked with reference materials such as patent reports, handbooks on the practical arts and the like, could do much to induct young men into promising lines of activity that would make them independent and self-supporting.² This much by way of indicating the point of view with which Hallidie approached his task of directing (among other things) the library of the Mechanics' Institute.

In immediate charge of the book collection was a librarian; the janitor who looked after the rooms and lights enjoyed the title of assistant librarian. The librarian was essentially a custodian, for it was Hallidie who conceived and executed the plans and policies of the library. Practically single-handed he formulated policy in the broad style, selected the books, determined the dues, and decided upon matters large and

small; he made up his mind about what would now be considered those purely technical matters best left for the librarian as expert. But under Hallidie's rule the librarian was a mere custodian, and of him we learn little but his name.³

As president of the board of trustees of the Mechanics' Institute, Hallidie annually prepared a report on the work of the year just concluded. These reports when read in order give a concrete idea of the progress of Hallidie's administration of the library of the Mechanics' Institute. They form the chief basis for the present paper. His first report was dated March, 1869, and came at the end of his first year's service; his last was dated June, 1877.⁴

A study of these reports indicates that Hallidie entered into his task with vigor and enthusiasm. He strove to revivify an ailing organism, and one not free of factional quarrels. In large measure he succeeded; that he did so is a tribute to the influence of his character and the quality of his leadership. He imposed by degrees his ideas for the betterment of the library, constantly offered progressive suggestions for increasing the services and resources of the institution, and without ceasing promoted the increase of the membership. But as one reads his series of reports, one notes that gradually an element of dissatisfaction, of discontent, comes into them. Experience was teaching Hallidie that a subscription library, no matter how well managed, no matter how large, was not the ideal solution for San Francisco's library needs. He was moving toward this conclusion when the news reached him of the call for

² *Fifteenth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms June 1st, 1871* (San Francisco, 1871), p. 4; *Drinking and High License: An Address by Mr. A. S. Hallidie before the Century Club of San Francisco, September 10, 1890* (San Francisco, 1890), p. 9.

³ The librarian was George C. Hurlbutt. His name occurs in the annual reports for 1871, 1872, and 1873. In subsequent reports Hallidie did not mention the librarian by name.

⁴ The University of California Library, Berkeley, has Hallidie's personal set of these reports.

an American library congress. With eager interest he read of the Philadelphia meeting of 1876, at which the American Library Association was founded, and easily adopted the proposition that the true solution for public-library needs was to be found in the establishment of tax-supported public libraries. When he had come to this conclusion, he resigned from the presidency of the trustees of the Mechanics' Institute (though not from membership in it) and took up the new task of gaining support for the founding of a free library in San Francisco. He had a hand in this worthy civic task and later became one of the first trustees of the institution, serving thus until his death in 1900. Therefore in Hallidie's career one may study the transition from private subscription to public tax-supported libraries, as this is reflected in a series of his papers and reports. Well acquainted as he was with the inside workings of a representative subscription library, Hallidie did not deceive himself, for he saw that it was with the free public tax-supported type of institution that the future lay. He might have been an obstacle to library progress in San Francisco had he blocked the development of the newer type, but fortunately he had the candor and the vision to make himself one of the valuable promoters of the emerging institution.

It would be possible here to frame a neat and compact statement of Hallidie's philosophy of librarianship by taking his scattered opinions and classifying these in schematic form, but such an exercise would not be worth the labor. In his case what really is interesting to do is to indicate the initial position at which he stood when he became president in 1868 and then to show the slow growth of discontent, followed by his realization that the true solution was the creation of

another form of institution. Consequently, the aim in this paper will be to trace the development of his ideas from year to year, making full use of the reports which annually came from his forthright and somewhat unpracticed pen.

But first a word or two concerning Hallidie's views on the relation of morals to libraries. He visited in 1870 and again in 1871 numerous San Francisco family grocery stores where, behind flimsy partitions, he found young men and boys drinking and gambling. His words speak plainly enough:

I cannot resist drawing your attention to the youths of this city. It seems to me there is a great lack of regard for the claims of society and their own mental and moral cultivation, on a part of a portion of that class of young men this Society should reach. You have offered inducements in the shape of classes for instruction, which have not been met. You have for the past year presented monthly lectures by eminent professors free to those who attend. The young men have not come. You have reduced your entrance fee to one-fifth the amount it formerly was, and have added very largely to your library and Reading Room. The young men do not join or visit you. It is unfortunate it is so. But you find a great many of them in the melodeons, in the corner groceries (I consider these groceries among the worst possible dens for young men, as here behind boxes and cases they get their first lessons in gambling), in the dance cellars and on the streets.⁵

Since it was to the Barbary Coast and to Happy Valley that the young wandered, Hallidie proposed, books in hand, to follow them there, and at least on one occasion he urged that branch libraries of the Mechanics' Institute be set up in those interesting if morally unsavory districts of old San Francisco.⁶ Nothing

⁵ *Fourteenth Annual Address to the Mechanics' Institute, Delivered at Their Rooms June 2d, 1870* (San Francisco, 1870), p. 11.

⁶ "At the two ends of the city are Barbary Coast and Happy Valley; the former comprising the lower end of Pacific Street and vicinity, and the latter

came of this proposal, but it shows that he was not afraid of trying to chase the devil away.

And now to take up Hallidie's annual reports. Each of these covers the whole range of the activity of the Mechanics' Institute, including industrial fairs, condition of the building, and other matters and is therefore not exclusively concerned with the welfare of the Mechanics' Institute library. In every case, however, Hallidie gives space for recording the estate of the book collection, for this was a theme in which he was deeply interested. In his first report he wrote that the segment of the library that consisted of educational books should be brought up to date; this was an adjustment which would benefit those in search of rapid tuition. He wanted also to see an increase in funds for book purchases. He complained that the library's book stock was incomplete, for as a collection of scientific books it was neither so modern nor so extensive as it ought to be. He proposed that the entrance fee for members should be reduced from the relatively large amount then expected to one which was not to exceed two dollars and a half for those who were voting members of the Mechanics' Institute. Reading members, he proposed, were to be admitted on payment of a library fee but relieved from an entrance fee.⁷ Hallidie had been elected for a term of one year and had no means of knowing whether

his reforming hand would be upheld at the end of his period in office. At the close of his report, therefore, he declared: "And now that my term of office has expired, I join with you . . . in the wish that the Mechanics' Institute of San Francisco may continue to prosper, and be of service to the cause of Industry, Education, and Morality."⁸

The electors were sufficiently satisfied with Hallidie's work as president of the board of trustees to keep him on the job, and, encouraged by their support, he began to reshape and reform the institution, which was not yet twenty years old. The next annual report brought news of many readjustments. He had convinced his fellow-members that the original constitution ought to be revised, and revised it was. Entrance fees were reduced from five dollars to one dollar. This was a reflection of Hallidie's practical belief in democracy, for the smaller fee made possible a broader base in membership. The complicated stock-ownership type of organization which had been inherited from the fifties was replaced by a common ownership of the property, title to which was lodged in all dues-paying members. An endowment of tiny proportions was obtained. Hallidie made use of the opportunity of his annual report to remind his public that the Mechanics' Institute was worthy of receiving from them gifts, bequests, and endowments. An interesting and socially helpful venture was the resolve that transient visitors to San Francisco could have the use of the library on payment of the trifling sum of fifty cents per month. Again, the books were to compete with the whiskey sours of Kearney Street. And, looking forward, Hallidie announced that, as soon as the Mechanics' Institute could afford it, the plan was to

First Street and its vicinity. I think a modest Library with Reading-Room attached, and sufficient accommodation for the use of visitors, might be established in both these places with good results; with the addition of a Coffee-Room—the plan of the Holly Tree Coffee-Room . . . might be adopted" (*Seventeenth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms June 7th, 1873* [San Francisco, 1873], pp. 3-4).

⁷ *Thirteenth Annual Address to the Mechanics' Institute, Delivered at Their Rooms March 4th, 1869* (San Francisco, 1869), p. 4, pp. 9-10.

⁸ *Ibid.*, p. 12.

open "a *free* reading-room" (the italicized word was so printed in the report).⁹

The principal remaining innovation to be chronicled in this report was the opening of a special collection: "a Library of Reference." These reference works were not to circulate. This innovation, of course, stems from Hallidie's own purpose. He noted, finally, that an order for a thousand books had been placed in England and remarked that already shelf room was insufficient for the library's needs.¹⁰

In the succeeding report Hallidie was able to report some progress. Under his direction money had been spent for books, and a record had been made of the receipt of gifts of rare and valuable titles. He took pleasure in mentioning the fact that the reading-room was often crowded in the evening and stated that the society was becoming cramped for space. Some statistics were presented, and the report closed with the hope, strongly expressed, that the year to come might see a large increase in membership.¹¹ He stated that he well knew business was then suffering from a general stagnation.

This was Hallidie's most ambitious report thus far, and its tone was optimistic, though cautiously so, for he was aware that the institution in his charge lived uneasily from month to month and that hard, continuous work was needed to keep it going; still, he hoped for the best.

Hallidie's third report, that for the library year 1871-72, for the first time sounded a note of temperate disappointment. He was beginning to perceive the

chasm between ideal and actuality. He pointed out that the library had exhausted its funds for book purchases and stood in need of many new technical works. Money was also needed for binding, for periodicals, and for salaries.¹² There was, consequently, a hope for an increase in membership, and the suggestion easily emerged that wealthy men in the city should furnish endowments or donations. Hallidie spoke in modest terms of the wished-for endowment: he wanted fifty thousand dollars, which at 8 per cent interest would, he thought, establish the library on a firm basis. "It is not too much to ask this amount from the citizens of San Francisco, when it is remembered that the Mechanics' Institute is essentially a public institution, open to every one alike, be he mechanic, manufacturer or capitalist."¹³

By the time he wrote this report, Hallidie had grasped the difficulty of running what was in effect a public institution on a private basis. Of course the kernel of his difficulty was the financial problem. To do the things he wanted to do, to give the service he dreamed of, took money—more money than the income-bearing property of the Mechanics' Institute yielded, more than the dues and membership fees produced. The solutions proposed were several: increase the membership, procure endowments or gifts, cut down on the services. This last possibility Hallidie did not permit himself to face. Moral considerations aside, he himself had a real need for technical books, and was resolved to have the Mechanics' Institute library stock up with them even if—the thought is forced upon one—even if the ordinary members

⁹ *Fourteenth Annual Address to the Mechanics' Institute*, pp. 3-5.

¹⁰ *Ibid.*, p. 19.

¹¹ *Fifteenth Annual Address and Report to the Mechanics' Institute*, pp. 9-15.

¹² *Sixteenth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms June 1st, 1872* (San Francisco, 1872), p. 5.

¹³ *Ibid.*, p. 6.

who were content with recreational reading should have to do without some of the books they might have preferred to technical books.

By this time Hallidie was firmly entrenched in the affections of the members of the Mechanics' Institute; he played a prominent part in all its activities. He was again elected to office, and a year of the usual busy work followed. His report for the year 1872-73 began with words of discouragement. The ambitious Scot did not think that sufficient progress had been made during the year just completed. The trustees had been active and alert, he thought, but the general membership had lagged behind their leaders. Co-operation had not been complete. The mission of the Mechanics' Institute was to provide the best facilities for intellectual improvement at the least cost, but, in spite of all, the life of the institution was not assured. Hallidie did not beat about the bush but blurted out the conclusion to which he had been coming silently for some time: "San Francisco is unfortunate in not possessing an unsectarian Library and Reading-Room open to the public. It is true, your Library and Reading-Room approaches this more nearly than any in the city, the membership fee being but half a dollar per month."¹⁴ Once more Hallidie called for the appearance of a philanthropist who would give help financially. He spoke of haunts on the Barbary Coast and elsewhere and proposed as an antidote that reading rooms be opened near these resorts. Such libraries would be used for the development of adult education movements; the subjects to be studied by the readers were to be the mechanical and practical arts. Thinking in terms of financial expedients, he sug-

gested that the fee for life membership be increased from fifty to one hundred dollars.¹⁵

There was much plain speaking in the report for 1873-74. Hallidie stated flatly that the year's progress had been hindered by lack of funds. It was regrettable that the reference library had been starved for funds.

The Library of Reference contains valuable works on the arts and sciences, but as no important purchases have been made for about three years, the recent publications of scientific works have not found their way into that library. While it is absolutely necessary to keep up the supply of popular works of fiction in order to furnish the general reader with books suited to his taste, it must be borne in mind that the real value of your library consists in its richness in works of acknowledged value in the arts and sciences. The transactions of scientific bodies at home and abroad contain valuable papers bearing on these subjects. Many of these transactions are in the library, and efforts should be made to secure those not already obtained. The Library of Reference promises to become of incalculable value, not only to the members of the Institute, but to the Pacific coast, and it has been the wish of the Trustees to place it on so sure a basis, that its value will not only be acknowledged, but appreciated.¹⁶

From this it is apparent that, though Hallidie was not unwilling to pay lip service to the ideal of recreational reading, his heart was truly in the work of the reference library, by which he understood the collection of works relating to the practical arts, including patent reports. At the time he wrote these lines, he was just about to try out his Clay Street cable car on its trial trip. This invention required much planning and calculation and knowledge of what other experimenters with cables and engines had

¹⁴ *Ibid.*, p. 8.

¹⁵ *Seventeenth Annual Address and Report to the Mechanics' Institute*, p. 3.

¹⁶ *Eighteenth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms, June 6th, 1874* (San Francisco, 1874), p. 3.

accomplished. Thus, Hallidie spoke from a full knowledge of the need for reliable scientific literature on mechanics and allied topics.

In this report he again solicited funds from the rich men of the city and remarked that the general library was becoming crowded—testimony that it was performing a needed service. As a promoter and salesman of that service, he had lately pulled off a splendid coup, for the elderly capitalist, James Lick, had been brought to the point of promising the Mechanics' Institute ten thousand dollars for the purpose of mechanical and scientific works.¹⁷ Hallidie was probably the man who promoted this instance of potential largesse.

The report for 1874-75 brought news that more shelf room was needed, and so too was a catalog. In the course of a recent trip to Europe, Hallidie said, he had bought many books for the library and had persuaded the British government to make an offer of British patent reports, numbering thirty-three hundred volumes. It was natural for him to express pleasure at this splendid gift.¹⁸ The satisfaction he felt at this accession somewhat mollified his feelings of discontent, and in the final passage of his report he wrote:

In the conclusion, I think we may be grateful for whatever prosperity we enjoy; and although the progress of the Society has not been rapid or marked by any sudden improvement or awakened interest, it is nevertheless, on the whole, healthy and I believe permanent; and unless some serious and unforeseen misfortune should be met with, the Mechanics' Institute will continue to rank among the leading institutions of San Francisco.¹⁹

¹⁷ *Ibid.*, p. 8.

¹⁸ *Nineteenth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms, June 5th, 1875* (San Francisco, 1875), pp. 9-10.

¹⁹ *Ibid.*, p. 14.

An expression of optimism, this, cautious and conditional.

The report for the year 1875-76 ran in a different vein. It was not possible, he wrote, to make the library of the Mechanics' Institute into a public library open to all.²⁰ That this is what he would have liked to do is the inference to be drawn. But he understood that the financial arrangements made this impossible. Nevertheless, the members could take pleasure in the fact that theirs was the best collection of books "of real practical value"²¹ west of the Rocky Mountains. The library was growing, the rooms were crowded, and already the trustees were looking about for another site for a new building, urgently needed.²² Yet affairs were not in ideal condition.

The last report of Hallidie's administration was given on June 9, 1877. He informed the membership that in the preceding year comparatively few books had been bought. Most of the effort of the past year had been devoted to arranging the collections, making alterations in the buildings, and remodeling the facilities of the old building. Steps had been taken to guard the book stock more effectively, since already the book thieves had been at work. So crowded now was the library that more than a few members had to read standing up.²³

This was his final report as president of the trustees of the Mechanics' Institute. For nine years he had guided the work of the library, had expended many pains and much labor to make the insti-

²⁰ *Twentieth Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms, June 10th, 1876* (San Francisco, 1876), pp. 3-4.

²¹ *Ibid.*, p. 3.

²² *Ibid.*, p. 6.

²³ *Twenty-first Annual Address and Report to the Mechanics' Institute, Delivered at Their Rooms, June 9th, 1877* (San Francisco, 1877), pp. 3-4.

tution vital, alert, useful. His reward had been to see that under his hand the organization had developed on all fronts, although what had been done was but a fraction of what he would have liked to have seen done. He had accomplished a good work, in spite of the indifference of the rich who could have helped and did not do so and in spite of the nonchalance of the poor youths, who could have been helped and did not care to be. Reading between the lines of this final report, it seems clear that Hallidie felt disappointed that more had not been effected. Compared with the fine fervor and enthusiasm of the early reports, this terminal one is almost casual and abrupt, and much of its content is devoted to an object lesson: a citation of the case of a rich contemporary Englishman who was doing much for his workpeople in a paternalistic way.

But, disgruntled as he was with the subscription policy as a mode of conducting a library, Hallidie did not lose faith in the library movement as a whole. Indeed, his ideas on libraries were now clarified. The objectives that he had held formerly—reformation of the hoodlums, establishment of a technical reference service—he still held. The original combination of self-interest and uplift continued to hold good; what he now wanted was a new type of library institution, and this he found in the tax-supported free library. When it seemed possible that he could see such a library created, he threw himself into the movement to attain this. He took note of the first, the Philadelphia, meeting of the American Library Association, which was held in October, 1876. He knew what this congregation of specialists meant for his ideal. Once freed from the responsibility of the headship of the Mechanics' Institute, he joined with other city leaders in

making progress in San Francisco toward the establishment of a public library. That civic institution dates officially from 1878, but it did not actually open its doors for general service till the following summer. On the occasion of the formal opening Hallidie delivered a speech, which has been printed.²⁴

This address is the culmination of his development as a library thinker. It proves that Hallidie was in touch with the conclusions of the then oncoming generation of librarians, that he took pains to visit the great public libraries in eastern cities, and that his ideas on librarianship were more clear and positive than ever before.

In his speech of June 7, 1879, Hallidie pointed out that the free public library system of this country was the essential adjunct of and the sequel to the public school system. The schools educate the youth, and the public library educates the mature. If you abolish the public libraries, he said, you impair the usefulness of the public schools. Schools and libraries of this sort were not for the rich, who could do without them, and not for the bigots, who abhorred them. These institutions were for the people and were meant to serve as the guardians of their liberties and the guarantors of their economic independence. The people of San Francisco had been painfully slow in establishing such a service. But now at last the fog was lifting. Continuing with his speech, Hallidie went on to tell his hearers about the Philadelphia meeting of 1876, told them of the important government report on public libraries, told them in detail of his conscientious swing through the eastern cities, in the course of which he visited every principal library and came away with strengthened confidence in the men

²⁴ *Public Libraries* (San Francisco, [1879]).

and women who staffed their rooms. He painted in broad strokes the liberality of rich donors in the eastern cities—men like Astor, Bates, Cooper, and Peabody. He wanted to see similar things done in this city. What was the justification, he asked, of a public library such as San Francisco was now opening?

The public libraries of America have a unique existence and a patriotic object. They are not gathered together by the vanity of national pride or wealth, and are thus different to the great libraries of bygone ages, but they are built up by the necessities of conditions peculiar to the American people; they are the guide, the friend, the solace of the workingman and toiling woman—the instructor, the hope and the rest. The public schools make them a necessity, and to impede their success, their progress, or their usefulness by ever so little an obstacle is a crime before God and man.²⁵

At this time, the city fathers of San Francisco were appropriating the sum of twenty-four thousand dollars for the support of the new public library, and there were persons who thought this was too

²⁵ *Ibid.*

much by far. This sum, retorted Hallidie, was "miserable" for a city of three hundred thousand persons, and he hoped for better things.

This concludes the story of Hallidie and librarianship. We have seen how a private businessman of humanitarian outlook came to head a private subscription library. We have seen that over a period of nine years he gradually grew discouraged with the limited possibilities of serving the public. As a result of this discouragement, Hallidie proved responsive to emerging ideas of library administration, and, when he learned of this newer philosophy of librarianship, he read the relevant papers and books, traveled to far-off places to see for himself, and then came back and took a militant part in creating the San Francisco public library, spending thereafter some of his energy in membership on its board of trustees. He has left his mark on the public library movement in San Francisco.

PRINCETON: 1902-7

FRAGMENTS OF AUTOBIOGRAPHY

WILLIAM WARNER BISHOP

ON DECEMBER 1, 1902, I moved from Brooklyn to Princeton, whither Dr. Richardson had called me to head the catalog department of the university library. Curiously enough, after I had resigned my post at the "Poly Prep" in Brooklyn, I had two other offers at the same salary. One was from the president of the Polytechnic Institute to continue my work at a larger salary and one from the Brooklyn Public Library to become assistant librarian to Frank P. Hill. The latter offer gave me a good deal to weigh, but I finally decided for Princeton and have never regretted the decision. One factor in reaching the determination to go to Princeton was the conviction that Hill was not at all enthusiastic about having me but had yielded to pressure from Bowker and Backus in offering me the post. I am quite sure I should never have been wholly happy working under Hill, whose temperament was entirely the opposite of my own.

Princeton University had celebrated its sesquicentennial in 1896 and had later elected Woodrow Wilson its president. He had been inaugurated in the autumn of 1902 and was as new in office as the university was new in name. For one hundred and fifty years it had been officially the College of New Jersey, though by everyone referred to as "Princeton College." In that long life it had accumulated traditions of national service and of class loyalty which had been heavily capitalized. (I refer, of course, to academic classes, not to social distinc-

tions.) It had come to be a national institution through the alumni's practice of sending their sons back to Princeton from literally all over the country. I recall Dr. Buttrick of the General Education Board saying that there were only two colleges whose students came in great numbers from long distances—Yale and Princeton. Whatever may have been the truth of that statement, it is notorious that there definitely was a Princeton tradition of the sons of graduates returning to the college.

Under Wilson's immediate predecessor, President Francis Landey Patton, the historic connection of Princeton with Presbyterianism had been accentuated. Patton was essentially a conservative. Under him the moral tone of the undergraduate body had unfortunately deteriorated, and academically the institution had been marking time. Patton was really bought off, if gossip which prevailed when I came was even partially true. He had become president of Princeton Theological Seminary, an entirely distinct institution with a wholly separate faculty and separate trustees, and rumor had it that he had been paid a handsome bonus to retire from the headship of the college, besides retaining a professorship in philosophy. However that may be—and it was implicitly believed locally—Woodrow Wilson was not only in power but determined, from all that could be learned, to liberalize the curriculum and the methods of instruction.

Princeton in 1902 was essentially an American liberal arts college. Its school

of engineering was chiefly confined to civil engineering and did not have the number of students or the faculty to influence greatly the thinking of the arts college group. The graduate school was rather slow in developing, but it did rise in influence and character at a later date. The limitations and the benefits of a liberal arts program were plainly evident in 1902. Incidentally, I may remark that the situation is but little changed today. There is no law school, no medical school; there are few professional faculties or students. The institute for advanced studies operates chiefly in the field of the humanities and of science and, moreover, has no direct connection with the university. In fact, it is a university chiefly in name, the principal emphasis still being placed on undergraduate teaching, plus a well-developed graduate school. And it was and continues to be a man's college only.

This was a very different atmosphere from that at Michigan, where I had been graduated ten years before. There the professional students were a large and influential part of the student body, and the women certainly counted in the life of the institution, being accepted as a normal and inevitable part of the university. I sensed the difference more in the respect for scholarship among the students than in any other single element. At Michigan it was the accepted thing—at least, in the circles I frequented; at Princeton it was conspicuously absent in the student body. Wilson was determined to change that attitude—and he largely succeeded.

While serving a smaller student and faculty population than at most other American universities, the library of Princeton University was developed on a much more generous scale than at most of them. It ran from about a hundred and

sixty-five thousand volumes when I came there to about two hundred and twenty thousand when I left five years later. The library was large for the size of the student body and the faculty. It was well developed in journals, both general and specialized. The literatures of the various language groups—the classics, the Romance and Teutonic languages, English—were highly cultivated, and the library owned more than fair collections in each field, with the classics especially well covered and the Teutonic languages least well developed. In European and American history likewise the library was rich, as well as in economics and in mathematics and philosophy. In the sciences of chemistry and physics it was strong, in biology less well furnished. It had rather poor collections of government documents at that time, but one found most unexpected documents in the special collections. Various classes had endowed different collections; the Class of 1889 had collected a very fair endowment for American history, for example, and the endowments for special purposes were both numerous and fairly rich. There was an Elizabeth Fund for general purposes, named in honor of one of the Green family, if my recollection serves me. The trustees and the faculty each had a library committee, and the librarian was secretary and general adviser of both. There were but few medical and legal books, while the whole range of technological publications was absent. Confined then chiefly to the subjects of instruction in the college, and with a goodly supply of books for general purposes, the library was adequately, even generously, supplied. The theological seminary library was entirely separate, but was also well provided with books. Within these limitations, the university library was more than adequate to its

readers' needs. There were, moreover, a number of special collections, including the Morgan Collection of Vergils, the Pierson Collection on the American Civil War, the Lawrence Hutton Collection of death masks, and numerous others. It was an admirable training ground.

The library had been recently reclassified on a four-number scheme devised by Richardson himself. He had assembled a sizable group of trained and experience classifiers who had quickly and in a wholly competent fashion changed the classification from a fixed location system, put the new numbers on the existing catalog cards, and dispersed when the job was completed. Rumor had it that occasionally the group worked faster than the author of the new classification had expected and were compelled to use copy hastily prepared the evening before. The classification scheme was traditional, following the lines of Cutter's *Expansive Classification*, but departing from it in places and not using Cutter's notation. I have never seen it in print, and in my time of service it existed solely in typewritten copies. It is rather important to note that recataloging did not—save in very necessary cases—accompany the reclassification job, which was done in about six months. In fact, the first thing which met my eyes on entering the cataloging room was a mass of books, some four thousand in number, shelved along the wall and significantly labeled "Snags"—an inheritance from the reclassification operation. In the Library of Congress I encountered a much larger and more detailed reclassification undertaking, and I became fully convinced that recataloging was an essential part of the operation—an opinion I carried into practice at Michigan, and which I have defended in print.¹

The experience at both places was

valuable, allowing an acquaintance at first hand with both methods. Richardson's book on classification² was the first published careful study of the problem by an American librarian and showed a grasp of the principles involved which had not been equaled before. Unfortunately, his working out of those principles did not exhibit favorably the advantages of his system, and it was never widely adopted or even followed.

The residue referred to above was not the only problem left by the reclassification operation. There were very considerable arrears of current books, and the various special collections had not been touched. The "Snags" furnished occupation for what spare time the current acquisitions left the department for many months; they were finally tackled bodily by a new "cataloger," Morris Carter, now director of the Gardner Museum in Boston, who gradually eliminated them. By the way, he had never done a day's cataloging when Dr. Richardson brought him upstairs to me and told me to put him to work on them. It was somewhat like learning to swim by being thrown into the water, though he managed it with a good deal of help from the rest of us. But that was Richardson's way.

The three departments having to do with the acquisition of new books and their orderly incorporation in the library were entirely separate, though supposed to work in harmony. There was an order department, a classification department, and a catalog department, to name them in the order in which the books came along. Miss Charlotte Martins—who was familiarly and affectionately known to

¹ "Recataloging and Reclassification in Large Libraries," *Bulletin of the American Library Association*, XXVIII (January, 1934), 14-20.

² *Classification, Theoretical and Practical* (New York: C. Scribner's Sons, 1901). Pp. xiv+248.

the entire staff as "Aunt Lottie"—headed the order department. She was a law unto herself, a long-time employee of the library, and, in fact, an inheritance from the days long past when she and "Fred-die" Vinton, the librarian, composed the whole technical staff. She ruled the librarian and her own department with a rod of iron and would occasionally ascend the stairs to the classification and catalog departments filled with wrath which she vented on the first comer. But she was at bottom a kindly soul and did many a friendly deed unbeknown to most folk. She was kindness itself to Mrs. Bishop during a serious illness shortly after I brought her to Princeton. If I learned little from her—save practices to avoid—I cherish her memory because of a series of friendly services.

The classification department was headed by C. A. George, afterward for a long time head of the public library at Elizabeth, New Jersey. He was an ingenious and very industrious librarian, not distinguished by his contributions to professional knowledge but hard working and conscientious. He had able people working under him, and his department kept well abreast of the current work. There were occasions—as there must always be when the two departments are organized separately—when we came into collision over such matters as the proper author-heading for a book, but we reached a *modus vivendi* rather easily.

It was a wholly new experience for me to head a department in a major library. The necessity of tying one's work into what had been done and what was to follow completely changed the somewhat individualistic outlook which I brought to Princeton from my former work. There were three (and later more) excellent and experienced catalogers in the department, a number of copyists (who

used pen and ink to print cards from copy first made by the catalogers), and one or two intermediate assistants. The filing of cards in the various catalogs was also in charge of the department. I became sharply conscious that the department's work had to be done in conjunction with the rest of the technical staff. It could not be performed separately and independently, though its responsibility for decisions was not in the least lessened by considering their effect on other work and workers, and particularly on the library's readers—a point consistently driven home in many conferences by the reference librarian. In short, I quickly sensed that I was part of a machine—no longer an independent worker. In time I came to see that this machine was nothing less than the combined efforts of all present and previous employees of the library. In its working the attainments and knowledge of each counted for good or ill; but they counted nonetheless. I also came to value highly an organization which provided for the interplay of personalities, not their repression or submergence. In short, my experiences as head cataloger at Princeton made me see and feel the library as a living organism. This was brought home to me by a friendly word of advice from Dr. Wire. I was sputtering over some difficulties I was experiencing, taking advantage of his friendship to relieve my mind about my professional troubles. Looking at me with that quizzical twinkle in his eye which all his friends will recall, he remarked: "Remember, my boy, Princeton University Library will go on long after you are dead." His words brought me up with a sharp turn. I have never forgotten them. Suddenly our work dropped into its proper perspective as an essential part of an institutional progress.

To round out the organization, let me

say that there was a loan desk with its staff, a reference librarian (V. Lansing Collins), and a bindery, which did chiefly repair work under the direction of Mr. George. There was a strange and incongruous figure in the post of associate librarian—Mr. Junius Morgan, a New York banker whose home was in Princeton and whose office was, in part at least, honorary—and, finally, the librarian, Ernest Cushing Richardson.

Richardson was a strange, but highly interesting, compound of abilities and weaknesses. He was a Massachusetts product, brought up in Woburn and a graduate of Amherst College in 1880. Later he attended Hartford Theological Seminary, but he was more attracted by the scholarly side of theological problems than by the practical work of a clergyman. He went to Germany to continue his studies and distinguished himself there, publishing, in what was the chief series of the day in theological circles—Gebhardt and Harnack's "Texte und Untersuchungen"—an edition of St. Jerome's *De virus illustribus* which did great credit to his abilities as a paleographer and editor. His active interest in paleographical studies continued down to his old age. He visited Europe many times and always worked at manuscript problems, being engaged for many years on the text of Voragine's *Legenda Aurea*. He often said to me that, if he visited libraries as a reader of either manuscripts or printed books, he got a line on both their administration and their contents which he could never acquire otherwise. In this he was unquestionably right, and he made it his practice to keep in touch with the progress of libraries by frequenting them as a reader. He would from time to time summon the heads of departments at the Princeton library to hear him discourse on new reference

books or new special collections which he had encountered on his recent visits. Always he did this when he returned from Europe, and these informal talks were invaluable as a guide to libraries and to books, particularly when he produced books he had bought or photographs of manuscripts he had studied. His scholarship was sound, and his instincts were based on actual experience of a wide and varied character.

Richardson followed Dewey's example in taking an active part in the work of the American Library Association. He was its recorder from 1887 to 1889, and he performed the duties of that important office with characteristic faithfulness and energy. He early began service on important committees. When I joined the Princeton staff he was a member of the very influential committee appointed to draw up an international code of cataloging rules in collaboration with a similar committee of the British Library Association. Hanson, Hopkins, Lane, and Cutter were also members, and through Richardson I was made familiar with the progress of these discussions, which resulted in the Anglo-American Code of 1909. This was a characteristic service on Richardson's part. He continued to serve on A.L.A. committees even after his retirement, and our profession owes him an enormous debt of gratitude for this unremitting labor over many decades. He was faithful in attendance at annual conferences also, except when he was in Europe. He was president of the association in 1904-5 and carried the burden of that office conscientiously. I heard much of his difficulties and profited by them when I came to serve the A.L.A. as president in 1918-19.

But strong man and able scholar as he undoubtedly was, Richardson had weaknesses which seriously hampered him

I owe him so much and cherish his memory so highly that it pains me to dwell on these. But in fairness it must be said that he was in most matters incapable of seeing the other man's point of view. He was unable to clear away the obstacles of ignorance and lack of information by lucid and plain explanation which would make clear the setting and surroundings of a problem. I have never seen anything more pathetic than his efforts to explain in five minutes—the time which was left before an important trustees' meeting—to the chairman of the library committee of the Princeton trustees the reasons for securing and making full use of a depository set of Library of Congress printed cards. Words and ideas fairly tumbled over one another as his fingers ran over a tray of cards, and all the poor businessman got out of it was that the librarian needed a certain sum of money to carry on a most valuable experiment—for it was just that in 1902. This inability to set forth clearly and convincingly to others what he knew and felt haunted all Richardson's career and unquestionably marred his great work at the Library of Congress at the close of his life. He was a great man, but he lacked the ability to make his plans clear to a layman—or even to members of his own profession.

Moreover, Richardson was a much better planner and thinker than he was an executive. In fact, once a problem was stated and discussed and a course of action decided on, he began to lose interest in it and turned to another attractive puzzle. I remember that he once reproached me with my "lust of finishing," when I insisted on completing the cataloging of the Pierson Civil War Collection which our department had begun. He was quite unaware of this tendency of his—I wonder whether any of us really know our own weaknesses—and

honestly believed that he was a master-executive, when the fact was that he was essentially a planner who tended to leave to others the carrying-out of his designs. One consequence (perhaps) of his New England upbringing was an unfortunate tendency to hire cheap help. I recall his saying to me that a good executive could take the place of brains in his subordinates—a doctrine to which I never agreed. Accordingly, I found the principal people who had responsibility fairly well paid at the Princeton library, but a subordinate staff squeezed down to the least wages they would accept. Richardson actually took pride in getting girls at low salaries who could live with their families and hence would be content with minimum wages. I recall that some received only three dollars a week! He did not believe in library schools, or at least was unwilling to pay the salaries library-school graduates demanded, and I recall his naïve amazement at the output of a graduate of Syracuse who somehow drifted into our department. He got on well with his colleagues on the Princeton faculty and served on various important university committees. But he did not have either a strong or a contented staff in the Princeton University Library.

Richardson made certain valuable innovations in library practice, and he had plans for many more. He was averse to what he called "bibliographical cataloging," that is, complete description of a book, maintaining that it was a needless expense, even when printed cards could be bought. I recall he reproached me with needless fulness in describing certain pamphlets from the German Reformation of which I published a list in the *Princeton University Bulletin*. This aversion grew to be an obsession with him, as he later studied the vast problem of recording all the books ever published,

first in America, and then from the beginning of printing in Europe. One practical device for brief recording of books was his well-known "title-a-line" form of entry. The linotype slug fascinated him with its possibilities. There were a hundred spaces on the longest slug which could be manufactured on the commercial linotype of those days, and Richardson devised a system of abbreviating titles and authors so that these slugs could be used over and over again to make up lists. He used them in publishing finding-lists of books in the various seminar libraries at Princeton, and he had a scheme for holding the slugs for cumulations until he could produce a book catalog of the whole library. Unfortunately, he discovered that the scheme tied up a lot of money—and metal—in slugs and, moreover, that the surface of the metal would oxidize in time, so that the plan proved impractical. But he had the germ of a very sound principle, which, if he had lived longer, might have been carried out successfully, especially if combined with the printed card from a central source. He even published at his own expense a title-a-line bibliography of books and articles in the religious field.³ To my regret, he turned away from this attractive and useful field of inquiry and experiment to take up other problems after he retired from the Princeton library in 1925 and became connected in an honorary capacity with the Library of Congress.

We librarians of a younger generation cannot be grateful enough to the men who made centralized cataloging not only possible but practical. Richardson was one of the chief of these. He early secured

a depository set of Library of Congress printed cards which were filed in one alphabet under my direction, and the practice of ordering and using printed cards was begun and fostered at Princeton from 1903 on, when many librarians were simply ignoring the greatest single step ever taken in library economy. So slow and gradual was the recognition of this fundamental change in library practice that when in June, 1914, I published my *Practical Handbook of Modern Library Cataloging*, not one of the library schools was teaching its students cataloging with printed cards, nor did they for some years thereafter. I remember the director of a library school in a university saying to me some few years later that of course the method was interesting, but they couldn't use my book because it was based on this practice which they did not recognize.

Later Richardson left Princeton and became consultant in bibliography to the Library of Congress. He spent his summers either in Europe or at his summer home at Lyme, Connecticut, and his later years were effective and happy. He was very busy with the union catalog at the Library of Congress, and he made immense efforts toward its completion and extension. He kept up his A.L.A. connections, too, and was altogether an influential and able man after his active duties at Princeton were ended. Mrs. Richardson died some time before he did, and I fear his was a lonesome, if busy, old age. I have given this long account of him because he deserves recognition as a leader in modern methods in librarianship—a man of the transition period from the days of the "founders" to our own time.

As reference librarian, when I came to Princeton, there was a man of my own age, Varnum Lansing Collins, whospeedily

³ *An Alphabetical Subject Index and Index Encyclopaedia to Periodical Articles on Religion, 1890-1899* (New York: C. Scribner's Sons, 1907). Pp. xlii + 1168.

became my closest friend. He had graduated from Princeton in 1892, after a boyhood spent in part in France, from which it naturally resulted that he spoke French both colloquially and beautifully. He had been in the Princeton library for some years and had published some excellent bibliographical work, chief of which was *Newark Imprints*, issued in collaboration with Frank Hill. He was an ideal reference librarian, ingenious and indefatigable in his pursuit of an inquiry, and a remarkably good interpreter of the library to students and faculty. He was a never-failing source of information on how the university public would view cataloging practice. He initiated me into Princeton history and guarded me against many a mistake which I might easily have made at first in the somewhat foreign atmosphere of that university. When Wilson introduced the preceptorial system in 1905, Collins became a preceptor in French and was most successful in that novel task. Later he became secretary of the university, an office which he filled with distinction. He possessed a fine sense of humor as well as unusual wisdom and practical ability. For many years he was at work at a life of John Witherspoon, the Scotch president of the College of New Jersey who signed the Declaration of Independence in 1776. This was published a few years after I left Princeton in 1907, and it took rank at once as an authoritative work. It is sad to record that Collins died comparatively young from cancer of the throat. I cherish his memory as an unusual librarian, as a historian of Princeton, and as a warm friend. It was a shame that he left library work even for a most congenial occupation, for librarianship needed his abilities and his scholarship.

Through Collins I was made a member of an eating club which was run by

a Mrs. Duffield. The club had no name and no organization but consulted on the admission of new boarders to Mrs. Duffield's table. It was an assemblage of brilliant men who, almost without exception, achieved distinction. Few left it except when they married, and admission was felt to be a much-prized honor. I had to wait two months before gaining access to the circle, and it was only on Stockton Axson's retirement for a period of months that a place was found for me. I recall the group with sincere gratitude, for I learned much from them. Not to attempt a roll call, let me jot down a few of the names of those I knew best. They all became professors, and most of them at Princeton. There was H. S. S. Smith of the chemistry faculty, the oldest of the group, already a professor while most of the others were still instructors. Smith was tall, experienced, very well acquainted in the academic world, a balanced and wholly reliable man. Then there was William Kelley Prentice, familiarly known in that group by his college nickname of "Mike." He also was tall—thin, straight, very distinguished in manner and appearance, a prime scholar who became in time head of the Greek department but was then much occupied with the inscriptions gathered by the Princeton expedition to Syria of some few years before. Prentice was one of the most charming gentlemen I have ever known, and in that circle he was the "life of the party." Howard Crosby Butler was another member of the group, destined to achieve distinction and to die strangely under circumstances of mysterious and tragic neglect in Paris some twenty years later. He was always extremely carefully dressed and was a bit affected in manner and speech. When one came to know him, however, he proved to be an excellent companion, a raconteur of sorts, and

a man of high ideals and proven scholarship. George Madison Priest, a Kentuckian, for many years professor of German at Princeton, I recall sat next to me. There were many jokes about the clergy as the "Bishop" and the "Priest" were introduced to strangers. Priest, who never married, is now retired and still lives in Princeton. On the other side of me sat a German, Dr. Enno Littmann, long a distinguished scholar in Egypt and in his own country, Nöldeke's successor in the chair of Arabic at Strassburg, and later professor of Semitic languages at Tübingen. He was then engaged in editing the Semitic inscriptions gathered in Syria and later worked at cataloging the Arabic manuscripts collected by Robert Garrett of Baltimore. As Littmann had a desk in the library, I came to know him extremely well and profited greatly by his friendship. I recall that he helped me out in resolving many a bibliographical puzzle, particularly through his extensive knowledge of languages. William Gillespie, of the mathematics faculty, was also a member of the club. He later became identified with the residential graduate college as its first warden, but I remember him chiefly as a most practical commentator on the events of the day as shown by the New York papers. David Magie, of the Latin department, was another member, and Frank Critchlow of Romance languages another.

Stockton Axson also I came to know intimately after his return. He too boarded at Mrs. Duffield's. He spent his later years at Rice Institute in Texas, whither Lovett had called him as professor of English. (Lovett was another Princeton teacher—in astronomy, I believe.) Axson was a Georgia product, the brother of the first Mrs. Woodrow Wilson, and one of the most charming and agreeable men I have ever known. A group used to meet

in his rooms on Sunday afternoons to discuss the world in general and the *Rubáiyát* of Omar Khayyám in particular. On these occasions Axson would read aloud—or once in a while recite—poetry which he had been reading. The group, which generally included a few undergraduates, would join him in comments in which no reverence was shown any tradition or reputation.

There were others—generally the table held fourteen—whom I do not remember so well. It was a wonderful thing to be associated with such keen, able, forceful men, most of them about my own age. I look back on the two and a half years of membership in the "Duffield Club," terminated only by my marriage, as one of the formative periods of my life.

Professionally, I regard the same period in charge of the catalog department as equally formative and influential. It was the time of rapid crystallization of what had been more or less in the air for years—the printing of cards by several libraries (the Carnegie Library of Pittsburgh, the New York Public, the John Crerar, Harvard University, and the Library of Congress), the distribution and sale of the cards from the Library of Congress, thus creating a central cataloging office for the country, the formation and adoption of the Anglo-American Code of cataloging rules, and the inauguration of co-operative bibliographical projects. I was privileged to have a hand in this movement—a minor part, to be sure, but one which permitted and developed knowledge of the whole field and its relations to library administration. Among other things, I became convinced that there was great need for improvement in subject cataloging. At Princeton we filed the author and subject cards in two alphabets, and I was greatly struck by the

fact that faculty men consulted the subject catalog very little, while their use of the author catalog was constant. I began to work at some problems of subject cataloging and finally read a paper on that topic at the Narragansett Pier Conference of the A.L.A. in 1906, a paper which was published in full in its *Proceedings* and which I afterward expanded to make the last chapter of my *Handbook*. I was gratified by Richardson's comment on the paper: "You've given us all something to think about."

Among the extremely pleasant and interesting contacts I made in Princeton was a somewhat intimate association with Junius S. Morgan, the associate librarian. He had a home in Princeton but was a partner in a bank in New York—one of the last of the private banking firms, Cuyler and Morgan. He was a book and print collector of the first rank, who had given the Morgan Vergils to the university library and had become associate librarian, a purely honorary office to which, however, he devoted much time. Incidentally, he bought a great many items for his uncle, J. P. Morgan, and frequently showed me books and prints he had under consideration for him, as well as for himself. He became my backer in urging important measures on Dr. Richardson and in general supported me and gave me opportunities to learn about rare books and prints. During Richardson's long absences abroad he gave a good deal of his time to the routine work of the library. His Dürer prints—a remarkable collection—he gave to the Library of Congress. I recall with particular interest that, when the firm of McKim, Mead, and White was preparing plans for the Morgan Library in New York, Junius Morgan brought the sketches to Princeton and we went over them on successive Sunday mornings.

This incident aroused in me an interest in library buildings which has never ceased. Junius Morgan retired from business and passed his last years in Paris, where I met him several times. He retained his keen interest in libraries and always quizzed me as to what was taking place in American library circles.

The secretary of the university and the dean of the graduate school had offices in the two wings of the old library building, which had been converted into a reading room when the new Pyne Library was built in 1896. When I became reference librarian I necessarily saw a good deal of each one. The secretary was Charles McAlpin, of a well-known New York family. He devoted himself to the routine but necessary work of the university for years. With Bayard Henry of Philadelphia he provided the library with a fund for buying Princetoniana, and when I succeeded Collins the purchases became my charge. As I recall it, the fund was \$500 a year, but whenever necessary it was enlarged. As there were not many chances to buy letters and books by members of the faculty and graduates of the university, this modest sum was sufficient. I made myself familiar with the roll of earlier alumni and, as Collins had done before me, purchased steadily—chiefly at auction—their writings, both printed and manuscript. In time the Princetoniana Collection came to have considerable importance as representing one school of American thought, particularly in the eighteenth century, when printing never reached a great volume. Woodbridge Riley, the historian of American philosophy, told me he had found in it conveniently gathered together more significant books and pamphlets than he had found in any one place elsewhere. McAlpin was a fine example of a wealthy man who simply devoted

himself to an institution. When I knew him he was in his forties and full of vigor and quiet enthusiasm.

Dean Andrew West was another thoroughly Princetonian product—a scholar of sorts, an organizer and promoter, a good Latinist, and a man of tremendous vigor. He is best remembered among scholars by his published translation of Richard de Bury's *Philobiblon* (issued by the Grolier Club) and his life of Alcuin in the "Great Educators" series. I saw him almost daily for years. He had been connected with the executive committee of the American School at Rome and, I believe, had carried through its incorporation into the American Academy. I had first met him at Ann Arbor while an undergraduate when he came to see Professor Kelsey. During these years he was laying the foundations of the graduate school at Princeton, over the administration of which his famous controversy with Woodrow Wilson arose when it suddenly received a very considerable legacy.

Fortunately for me, that outburst with all its tragic consequences broke after I left Princeton. I was never able to understand the line of cleavage on which my good friends split hopelessly. I feel that there was more behind it than the open issues, and, in fact, it was a contest between strong wills for supremacy in the university. People whom I should have expected to unite on any academic issue were divided and fiercely opposed to one another. The scars of that conflict remain even today, more than thirty years afterward. I had no such chances for intimate contact with Woodrow Wilson as I had with West, but I was inclined to sympathize with his presentation, at least in public, of the administrative issues involved. Wilson was, of course, a great man. He rose to heights

unsurpassed by any American in the World War. But that he had his personal weaknesses is undeniable. It is rather remarkable that in one small New Jersey town there were living two men who became presidents of the United States. Grover Cleveland was a familiar figure on his afternoon walks and occasionally visited the library, while his gracious wife was universally liked and admired. Woodrow Wilson was also a familiar figure, but even more aloof than his predecessor in the chief office of America. I cannot forbear to mention Mrs. Wilson's unremitting kindness to my wife. They were both southerners, which made a bond between them, but even without that they would have been drawn to one another, I am sure. I cannot claim to have known Wilson well, but I greatly admired him, especially in his earlier years as president of the university when he prepared the way and successfully introduced his system of preceptors. That system marked an epoch in college teaching. It is now universally known and, I think, generally approved. But in 1905 it was a great innovation. I was asked to join the Greek department as a preceptor but declined because of my conviction that librarianship was my field.

The work in cataloging proved an admirable introduction to reference work. In fact, I have always held that without some experience in cataloging it is difficult to understand and sense library work as a whole. I have often heard Dr. Putnam say that he felt its lack in his own case, and I could understand what he meant by that feeling. I found the informality of reference work very pleasant. The duties of reference librarian were varied and inconstant—almost anything might come up in the course of an ordinary day. One had to be versatile and open minded. Too much of reference

work is bad for one's growth in any field. I recalled often Dr. Little's dictum that one's mind would become an "intellectual ragbag" after some years of it. But it was undeniably interesting. Hopkins used to say to me that reference work unfitted a man for administrative responsibility. I don't know as to that, but certainly reference work as the sole reference librarian tended in that direction. At Washington I had a large force under me for whose work I was responsible, and that unquestionably developed administrative ability. But at Princeton I was alone. As a matter of fact, I was supposed to keep an eye on the loan desk, but my time was quite fully occupied with people who came to me and with correspondence which was turned over to me. The work with the debating teams was perhaps the most interesting part of my duties. I put in a great amount of energy on this work, insisting that the debaters must be informed on all sides of a question in order to handle arguments at all successfully, and I have never forgotten the time when Princeton won two debates on the same question in the same evening, maintaining the affirmative against Harvard and the negative against Yale. That was the high-water mark of my connection with the debaters. Out of it and my five years at Princeton grew a sincere liking and admiration for the Princeton undergraduate, who was nobody's fool, however casual he might seem to the unwary.

It is necessary to refer briefly to certain purely personal matters. In 1904 I became engaged to Finie Murfree Burton of Louisville, Kentucky. In June, 1905, we were married and in September began housekeeping in a little house on University Place. In June, 1906, our son was born, and in the fall of 1907 I removed

to Washington. In those far-off days heads of departments in the library had the full academic vacation of three months or a little less. The vacations of 1902, 1903, and 1904 I spent with my family at Fountain Point near Provenance in Michigan, to the lasting benefit of my health. That of 1905 Mrs. Bishop and I spent chiefly at Killarney on the North Channel of Georgian Bay off Lake Huron—a region to which I have repeatedly returned for its bracing air and its bass fishing. In 1906 we were at Princeton, and I recall a journey in the heat of August to Columbia, Missouri, where I was offered the post of librarian of the University of Missouri, which I declined because of internal rows which I discovered through librarian friends. The summer of 1907 we spent at Friendship, Maine, and a few weeks after our return we moved to Washington.

The post at Princeton brought me into immediate contacts with New Jersey librarians. Easily foremost among these I found John Cotton Dana, who had succeeded Hill at Newark. The acquaintances with Dana ripened into a most sincere friendship which continued until his death. He was in his prime when I was at Princeton. Tall, thin, with deep and somber black eyes which matched his coal-black hair, Dana was a striking figure in any gathering. His temperament was somewhat whimsical. He enjoyed rousing controversy in others and was never happier than when egging on people to do battle for their beliefs. In fact, he was somewhat irresponsible and a sort of *enfant terrible*. He was always "agin the government"—a fact which made him difficult to work with. But he was always stimulating, inspiring thought and questioning established practices and beliefs, particularly in his

chosen field of public library and museum work. Had he been less erratic and unconventional, he would doubtless have had greater influence. But he was himself, and it was not in him to conform to any pattern. He had a passion for beautiful printing and was scornful of the printing done for most libraries and librarians. They lived with print, he said, and never sensed that it could be beautiful.

The annual spring meetings of the New Jersey and Pennsylvania library associations at Atlantic City were widely attended by librarians from New York and Washington. At one of these I was elected to office in the New Jersey Library Association, and during my whole term at Princeton I served on its executive committee, being president one year. The two associations met at the Chelsea Hotel. I recall that at one meeting the New Jersey group had the responsibility for furnishing the speaker of the evening. Our man suddenly failed me, and I ventured to ask Professor Osler of Johns Hopkins, who was staying in the hotel for a week end, to speak informally in his stead. I recall still the skill with which he handled some bibliographical problem, making it live for us and investing it with great importance at the moment. I have entirely forgotten his theme but could not forget the man. That casual meeting led to a correspondence with Osler which continued at intervals until his death in England some ten years later.

While at Princeton I also managed to become fairly well acquainted with the leaders of the American Library Association and with its work. My first conference was that at Cleveland in 1896, where I heard Dana give his presidential address on a topic which was briefly summed up by Thwaites as "the seamy side of librarianship." While I could not

always attend the annual gatherings, I maintained my membership and went to as many conferences as I could. The Atlantic City meeting in the spring attracted many A.L.A. committees as a convenient meeting place. Through Helen Haines and through my dear friends, Henry J. Carr of Scranton and Mrs. Carr, as well as through my acquaintance with Thwaites, Wire, Hopkins, Anderson, Lane, Gould, Miss Plummer, Miss Lord of Bryn Mawr, Miss Bogle of Juniata College, and others, I began to enlarge my knowledge of the association and its work and even to take some small part in its committee work. Miss Plummer had me retain a certain connection with the Pratt Institute Library School, and I came to know Dr. Billings of the New York Public Library more closely than I had while in Brooklyn.

At Richardson's house I once spent an evening with Senator Henri La Fontaine of Belgium, the founder of the International Institute of Bibliography and of its great card catalog. This was the beginning of an acquaintance destined to be of great moment to me, and my introduction to the far-reaching plans of the Brussels group of La Fontaine and Otlet, with whom I was to have such close relations thirty years later. Richardson was always very kind in seeing that Collins and I met his distinguished visitors, both American and foreign. And I must not forget to mention the fact that Miss Haines kept me continually at work reviewing books for the *Library Journal*. In fact, I regard those reviews, generally signed W. W. B., as a distinct part of my professional development. Perhaps the one which most influenced my thinking was my review of the two editions of Duff Brown's *Subject Classification*, though my interest in library buildings

was developed by the chance to review A. B. Meyer's series of articles on American library and museum buildings which were reprinted from the memoirs of the Dresden Museum of Anthropology, and afterward translated and issued as a *Report* of the United States National Museum. I recall one tour de force when Miss Haines sent me for review a catalog issued by Beës in Athens of some monastic library in Greece. It came to me in northern Michigan, and I don't suppose there was a dictionary of modern Greek within two hundred miles. By the joint efforts of my mother, my sisters, and myself we managed to make out what it was all about and between us produced a no-

tice which was anything but a critical review but which satisfied the editor.

The experience at Princeton was definitely a period of growth—growth in knowledge of a first-rate library's problems of daily life, growth in perception at first hand of a closely knit academic community and its problems of instruction and of research, and, finally, growth in professional friendships and acquaintances. Marriage and family responsibility were further elements of advance into full stature. I look back on these years at Princeton with a sincere affection for the university and with a recognition of all it did for me.

THE LIBRARIES OF PUERTO RICO

LAWRENCE S. THOMPSON AND JORGE RIVERA RUIZ

THE beginnings of libraries in Puerto Rico go back far into Spanish colonial times, but circumstances have not favored a continuing tradition of books and readers on this hurricane-swept island neglected for four centuries by the Spaniards. Numerous private and public collections of considerable importance have been lost or damaged in storms and earthquakes, and the almost perpetual economic distress has been rather unfavorable to cultural development of any sort.

As early as 1523 the first library was organized in the Convento de Santo Domingo (at the entrance to Fort Brooke, or "El Morro," San Juan), but it was destroyed by the Dutch in 1625.¹ It has further been intimated that a music library of some proportions existed in the Cathedral of San Juan prior to 1598, when Lord George Clifford, Earl of Cumberland, carried away the organ and bells of the cathedral after looting the city. It is definitely known that a music library was reassembled in 1660 when the church created the position of organist and choir leader for the Cathedral of San Juan.²

The Dutch invasion of 1625 destroyed not only the library of the Convento de Santo Domingo but also other book col-

lections and the archives of the episcopate. Especially regrettable was the destruction of the library of Bishop Bernardo de Valbuena (1568-1627), bishop of Puerto Rico from 1620 until his death.³ Lope celebrated this famous collection in verse:

Y siempre dulce tu memoria sea,
Generoso prelado,
Doctísimo Bernardo de Valbuena.
Tenías tú el cayado
De Puerto Rico cuando el fiero Enrique,
Holandés rebelado,
Robó tu librería;
Pero tu ingenio no, que no podía,
Aunque las fuerzas del olvido aplique.
Qué bien cantaste al español Bernardo!
Qué bien al *Siglo de Oro*!
Tú fuiste su prelado y su tesoro,
Y tesoro tan rico en Puerto Rico,
Que nunca Puerto Rico fué tan rico.⁴

After the disastrous attack by the Dutch the Franciscans organized a library in about 1650,⁵ but the books disappeared when the community was dissolved in 1835.⁶ There are no definite records of organized libraries in eighteenth-century Puerto Rico; but since it is known that the Dominicans⁷ as well as the Francis-

³ Tomás Blanco, *Prontuario histórico de Puerto Rico*, 2d ed. (San Juan: Biblioteca de autores puertorriqueños, 1943), pp. 32-33; Angel Saavedra and Julio Fiol Negron, *Historia de Puerto Rico* (San Juan, 1944), p. 22; Pedreira, *loc. cit.*

⁴ *Laurel de Apolo*, Silva II.

⁵ Pedreira, *loc. cit.*

⁶ Writers' Program, *op. cit.*, p. 122.

⁷ Luis O'Neill de Milán, "Bibliotecas públicas de Puerto Rico," in Eugenio Fernández García and Eugenio Astol (eds.), *El Libro de Puerto Rico* (San Juan: El Libro azul Publishing Co., 1923), p. 451.

¹ Writers' Program, Work Projects Administration, *Puerto Rico: A Guide to the Island of Borinquen* (New York: University Society, Inc., 1940), p. 122; Antonio S. Pedreira, *Curiosidades literarias de Puerto Rico* (San Juan: Biblioteca de autores puertorriqueños, 1939), p. 25. Pedreira's work is a compilation of literary anecdotes to accompany a prospectus of the publisher and also bears the title of *El Libro puertorriqueño*.

² Writers' Program, *op. cit.*, p. 148.

cans were teaching courses in theology, law, and Latin, it is most probable that this instruction was supported by libraries of some sort.

Far more significant than the work of the religious orders was the foundation of the (Real) Sociedad Económica de Amigos del País in 1813.⁸ As early as 1843 the Sociedad Económica was moving toward the foundation of a library. In this year the cleric Dr. Don Rufo Manuel Fernández gave a "small but select" collection to the Sociedad, and a special cabinet was built to house these books.⁹ Apparently no real progress was made by the Sociedad in organizing its library until 1863, when Federico Asenjo's bimonthly *El Fomento de Puerto Rico*¹⁰ announced the founding of a public library and a scientific museum. This institution of truly democratic inspiration proposed to serve as a center for the dissemination of news, a continuation school, and a folk high school of humanistic studies. We have no figures on the extent of its collections or the degree to which it was used; and we only know that when the Sociedad was dissolved in 1899, its collections were divided between the Ateneo Puertorriqueño (founded 1876) and the newly founded insular library.¹¹

During the nineteenth century a good deal more vitality was revealed by the other popular libraries, the so-called "bibliotecas municipales," founded in Mayagüez, San Juan, and Ponce during

the latter part of the nineteenth century. The first of the group was the Biblioteca Municipal of Mayagüez, founded in 1873.¹² On October 13, 1873, the Consejo Municipal of that city ordered the investment of a thousand Spanish pesetas in the library, and on January 12, 1874, this sum was augmented by 3,250 pesetas. On March 15, 1874, this first true public library in Puerto Rico was opened. Del Toro states that the first librarian was Don Francisco del Castillo; but Don Adolfo Ruiz, an old resident of Mayagüez, says that one Alfredo Vigo was the custodian of the collection at this time. No one in the library or the city administration at present can supply any information to clarify this point. At all events, the library prospered and grew from 879 volumes in 1874 to 3,860 in 1913. On October 12, 1918, the devastating earthquake which rocked Mayagüez virtually destroyed the collection. The present collection of the Biblioteca Municipal can be said to be a new library for all practical purposes.

Don Manuel Fernández Juncos, for many years librarian of the Carnegie Library in San Juan and an outstanding man of letters, used to tell a rather picturesque tale of the beginnings of the Biblioteca Municipal of San Juan. According to him, this collection dates from 1879, when a group of friends meeting in the residence of Don Manuel Elizaburu, founder of the Ateneo Puerto-

¹² Emilio del Toro Cuevas, "Influencia de la biblioteca pública moderna en la familia y en la cultura social," *Conferencias dominicales dadas en la Biblioteca Insular de Puerto Rico*, I (1913), 52; Manuel Fernández Juncos, "Bibliotecas públicas de Puerto Rico," *Conferencias dominicales dadas en la Biblioteca Insular de Puerto Rico*, I (1913), 122, and "Bibliotecas antillanas: Puerto Rico," *Revista de las Antillas: Magazine hispano-americano*, I (May, 1913), 39. (The two articles by Fernández Juncos are almost identical.) The Writers' Program is in error when it states (*op. cit.*, p. 123) that the Mayagüez Municipal Library was founded in 1875.

⁸ *Ibid.*

⁹ "Intentativa del Prebendado Dr. D. Rufo Manuel Fernández de fundar en la capital una biblioteca pública," *Boletín histórico de Puerto Rico*, X (1923), 62.

¹⁰ I (1863), 19-24. There is a copy of this extremely rare periodical in the private library of Professor Rafael W. Ramirez de Arellano of Rio Piedras. Professor Ramirez is Asenjo's grandson.

¹¹ Writers' Program, *op. cit.*, p. 122.

riqueño, expressed a good deal of concern over the lack of a popular library to supplement the educational activities of the Ateneo. Don Manuel contributed twenty-five books, and others contributed in like manner to promote the founding of the new library. Don Venancio Luña, a wealthy merchant, contributed an ounce of gold with which books selected by the editor of *El Buscapié* were purchased. On October 16, 1880, San Juan's Biblioteca Municipal was opened in the basement of the Casa Municipal with some five hundred volumes.

A significant commentary on the backwardness of libraries during the Spanish regime in Puerto Rico may be found in the early history of the San Juan Biblioteca Municipal. Among the books bought with Don Venancio's money was a complete set of Jovellanos. When a list of the library's holdings was published in the local press, a clerical periodical attempted to have the set of Jovellanos purged from the library. Fortunately the attempt was unsuccessful.¹³ Again, in 1884, the Ayuntamiento of San Juan, alarmed by the contents of some of the books given to the municipal library, initiated a sort of censorship which, according to contemporary opinion, lacked the proper attributes for carrying out its delicate task.¹⁴

At all events, the new library prospered under the direction of Don Ramón Santaella, a gifted raconteur and as energetic in his pursuit of gift material as he was scornful of conventional library methods. Beginning with some four hundred volumes in 1880, the new library had more than six thousand by 1910, according to Pedreira.¹⁵ Unlike the municipi-

pal libraries of Ponce and Mayagüez, the Biblioteca Municipal of San Juan was a circulating library when it was first founded, but today the situation is reversed. San Juan lends no books, whereas Ponce and Mayagüez do.

In one sense the Biblioteca Municipal of Ponce is the oldest of the three, even though it opened its doors only in 1890. It was based on a *gabinete de lectura* founded in 1870 by Alejandro Tapia y Rivera and other contemporary literary figures.¹⁶ In 1890 this *gabinete* was combined with gifts from Don Miguel Rosich's private collection to form the Biblioteca Municipal under the librarianship of Don Joaquín Figueroa. Pedreira had access to figures showing that the Biblioteca Municipal of Ponce started with 809 books and 669 pamphlets; and according to Del Toro this library had 2,818 volumes and 1,936 pamphlets by 1913.

Other municipal libraries have been founded from time to time in various towns of Puerto Rico. Most of them were just on the borderline of being *gabinetes de lectura*. In the early 1900's Yauco constructed the first building in Puerto Rico which was devoted exclusively to library purposes,¹⁷ but a recent visit to that town revealed that the building has been demolished, and not even a picture of it is available today. When Arthur E. Gropp surveyed the libraries of Puerto Rico in 1940, he reported rumors of a municipal library in San Germán, but

¹³ But Fernández Juncos counted only 3,235 and 3,181 volumes respectively in his two articles written in 1913.

¹⁶ Del Toro Cuevas, *op. cit.*, p. 52; O'Neill de Milán, *op. cit.*, p. 451.

¹⁷ Fernández Juncos, "Bibliotecas públicas de Puerto Rico," pp. 134-35. M. G. Nin, supervising principal of public schools in the Yauco District, was said to have been the moving spirit behind this project.

¹³ Fernández Juncos, "Bibliotecas públicas de Puerto Rico," p. 133, and "Bibliotecas antillanas: Puerto Rico," p. 37.

¹⁴ Pedreira, *op. cit.*, p. 42.

this allegation could not be substantiated after exhaustive inquiries in that ancient city.¹⁸ Cayey, Fajardo, Guayama, and other towns are said to have had municipal libraries at one time or another, but if they did, they have suffered the same fate as the one at Yauco. A few collections along the lines of the old-fashioned Sunday-school library in the United States, and never containing more than a couple of hundred tracts and religiously inspired novels, have been established by the energetic Redemptorist Fathers, a North American order active in Puerto Rico.

Puerto Rico is not the most fertile ground for the municipal public library of the North American type. Above all else there is the overwhelming problem of illiteracy. Ismael Rodríguez Bou, secretary of the Consejo Superior de Enseñanza in Río Piedras, cites figures to show that Puerto Rico's illiteracy is but 31.5 per cent, putting Puerto Rico behind only Chile, Uruguay, and Argentina among the Latin American jurisdictions.¹⁹ But formal statistics are misleading. For example, it was found in an informal private survey that out of a group of 162 selective service registrants only 51 were listed as illiterate. Actually, it was found that 63 others had signed their registration cards after a fashion, claimed two or three years of school, but otherwise were unable to write and able to read only the most elementary signs.

¹⁸ Arthur E. Gropp, *Guide to Libraries and Archives in Central America and the West Indies, Panama, Bermuda, and British Guiana* ("Middle American Research Series," No. 10) (New Orleans: Middle American Research Institute, Tulane University of Louisiana, 1941), pp. 612-36.

¹⁹ *El Analfabetismo en Puerto Rico* (Río Piedras: University of Puerto Rico, Consejo Superior de Enseñanza, 1945), p. 53. A large proportion of Puerto Rico's illiterates are undoubtedly adults, but the exact figure is not available.

Nevertheless, the latter group was carried as literate by the various boards.

A truer tale of Puerto Rican literacy and reading habits was revealed by Charles C. Rogler in his study of Puerto Rico's Middletown, Comerío.²⁰ When Rogler made his study he found that only seventy-eight copies of *El Mundo*, leading Puerto Rican daily newspaper, were sold in Comerío daily, although the population of this typical hill town was 16,715 in 1930. There are no local publications. Except for two priests and a few school teachers in the town, nobody reads much. Private libraries are restricted to a few dusty collections of fourth-rate subscription books in the back rooms of upper middle-class homes.

The late Antonio S. Pedreira, perhaps the most penetrating analyst of Puerto Rican culture who has ever studied the island's history critically, stated frankly:

Rarísimos son los municipios que en sus presupuestos demuestran amor al libro. Es, además, muy cuesta arriba hacerles comprender que una biblioteca municipal es tan importante como una plaza de mercado o un matadero.²¹

When Gropp investigated the municipal libraries of Puerto Rico just prior to the war, he found a total of 2,527 volumes in Ponce's Biblioteca Municipal, and it was estimated that there were some nine thousand in San Juan's Biblioteca Municipal. Neither at that time nor subsequently has it been possible to determine the numerical statistics of Mayagüez' holdings. Thus, with the exception of the Carnegie Library in San Juan, he could report less than twenty thousand books available to the two million people of Puerto Rico; and these small collec-

²⁰ *Comerio: A Study of a Puerto Rican Town* ("Social Science Series") (Lawrence: University of Kansas, 1940), p. 177.

²¹ *Insularismo: Ensayos de interpretación puertorriqueña*, 2d ed. (San Juan: Biblioteca de autores puertorriqueños, 1942), p. 109.

tions were concentrated in "metropolitan" centers containing barely 20 per cent of the population.

Apparently the Biblioteca Municipal of San Juan has shrunk considerably since Gropp made his survey. As of the summer of 1945 it was reported to contain 5,661 volumes, mostly of historical, religious, and literary content. Very few have a recent imprint date, and there is little up-to-date reference material. The books are not classified, and the catalog locates the books by means of a shelf mark. In 1945-46, \$16,680 was appropriated for the library, but only \$3,000 was for the purchase of books. Appointments to the library staff are generally alleged to be made on the basis of political affiliations, and there are no employees with any technical library training. There are two branches, one in Puerta de Tierra (about a mile away) and one in Santurce (about two miles away).

Today the Biblioteca Municipal of Ponce is officially known as the Biblioteca Pública. It is maintained under the joint auspices of the Lions Club and the Ponce section of the Asociación Bibliotecaria de Puerto Rico (a kind of a "friends of the library" organization rather than a true professional association). Its revenues are derived from the Lions, the insular government (which contributed \$4,484 in 1945), and fees levied on readers (\$1,301 secured from this source in 1942). The collection is said to amount to 9,648 volumes of a general character, and the books are completely cataloged and classified by the Dewey decimal system. In the summer of 1945 a limited system of home loan secured by deposits was inaugurated. Both in Ponce and in San Juan the majority of the readers are school children.

The Carnegie Library of San Juan supplements the rather feeble work of the municipal library to some degree, but its position is somewhat different owing to its historical background and its intended functions. It is supposed to be the insular library, and it was known as such until July 27, 1916, when the new Carnegie building was opened. It has developed a parcel-post delivery service, traveling libraries (or, rather, deposits subject to transfer), and a few other attributes of a state library.²² In reality, however, the university library at Rio Piedras is far better qualified to serve as a state (or national) library, and there is no reason why it could not be operated in the same manner as the Oslo or Helsingfors university libraries, serving both the academic community and the island as a whole.

The Carnegie Library's roots go back to 1899, the year after the occupation of the island by the United States, when the collections of the Sociedad Económica de Amigos del País, the old Spanish normal and professional schools, the former Intervención de Hacienda y la Tesorería, the Diputación Provincial, and the Instituto Civil de Segunda Enseñanza (closed soon thereafter) were put together as the insular library. It was first known as the Biblioteca Pública Puertorriqueña or the San Juan Free Library, and it was in the custody of the learned antiquarian Rudolph Adams van Middeldyck. In March, 1903, this institution was formally constituted as the Biblioteca Insular de Puerto Rico by an act of the insular legislature; a board of trustees (junta de síndicos) was created; the library was made a depository for insular government publications; and a part of the library was designated as a circulating collection. The budget was

²² Writers' Program, *op. cit.*, p. 215.

increased, and the library prospered under the administration of Don Manuel Fernández Juncos, the vigorous interest of the great historian Dr. Cayetano Coll y Toste (editor of the *Boletín histórico de Puerto Rico*), and the philanthropy of North American residents who knew and admired the public library then coming into its own in the United States.

By 1913 the collection numbered twenty-five thousand volumes together with valuable archives relating to Puerto Rican history. By 1923 there were thirty thousand books in the library, but it is significant that even then not all the rooms in the spacious new building were devoted to the use of the library.²³ By the late 1930's the collection exceeded the fifty thousand mark, and the circulation amounted to some eighty-five thousand volumes annually.²⁴ Today there are some sixty-six thousand volumes in the library, but the annual report (unpublished except in sketchy excerpts in the annual report of the governor of Puerto Rico) for 1944-45 recorded a circulation of only 38,265 issues exclusive of the circulation of traveling libraries and the parcel-post service. Annual acquisitions were slightly under two thousand, of which about a fourth was gift material. Over two hundred popular periodicals are currently received, of which 129 are in English, 78 in Spanish, 3 in French, and 2 in Portuguese. Fifteen daily papers from the United States, Mexico, Cuba, the Dominican Republic, Venezuela, Uruguay, and Argentina are available to readers. The traveling library program is limited by funds and equipment. Intended to stimulate group reading, it had 2,530 volumes in circulation in thirty different places in 1944-45. The parcel-post service, intended for individuals

rather than groups, calculated its services in 1944-45 in terms of 121 parcels holding a total of 392 books. Of course, in the case of both of these extramural services almost all the books circulated are in Spanish.

Another general collection of a semi-public character is the library of the Ateneo Puertorriqueño next door to the Carnegie Library in San Juan. The Ateneo, an institution for the promotion of popular culture by such activities as lectures and art exhibits, has a library of some two thousand uncataloged books, about six hundred of which are Puerto Rican items. The collection is intended to be a library of general literature with a few basic reference works. It receives some fifty popular magazines from all parts of North and South America; but only a few are bound. A full-time librarian is in charge, but he is handicapped by extremely limited funds.

The University of Puerto Rico Library at Rio Piedras, a half hour's drive through a continuous urban area from the center of San Juan, is by far the outstanding collection on the island, but it suffers from many handicaps, principally youth. This library cannot be said to have existed prior to 1924, inasmuch as between that date and the university's founding in 1903 the library was merely a neglected, uncataloged, amorphous collection which would have shamed a nineteenth-century American denominational college. During the twenty years prior to 1943, during which Mr. Dubois Mitchell was librarian, the collection grew from this embryonic state to that of a fairly good college library which gave reasonably adequate support to undergraduate instruction. Today it contains ninety-five thousand volumes, with ten to twenty thousand additional uncataloged items.

²³ O'Neill de Milán, *op. cit.*, p. 451.

²⁴ Writers' Program, *op. cit.*, p. 215.

The university library is not a research library in any sense of the word. Its periodical collection is particularly weak (some three hundred and fifty are currently received, with relatively few complete sets), and the federal document collection is rather disorganized and incomplete owing to the lack of personnel trained to handle documents. Recent annual reports (typewritten only) show some rather slow progress in acquiring periodical sets, but, at the present rate, many student generations will pass before the university library has a periodical collection adequate even for the requirements of undergraduate term papers.

The collections cannot be described as strong in any field, not even in Spanish or Latin-American literature and history.²⁵ However, the Puerto Rican Collection is quite remarkable; and it was not without justification that the librarian stated in an informal report to the chancellor in 1943 that "the Puerto Rican Collection is the sole reason we have at the present time for graduate work." This collection is barely fifteen years old, and it was not opened officially until 1940.²⁶ Nevertheless, it contains almost twelve thousand books, among which are virtually all the important titles in the bibliography of Puerto Rico. It originated in 1929 when the university received a small donation of forty titles of Puerto Rican literary works. In the following year the books which were later to form the nucleus of the Puerto Rican Collection were separated from the rest of the library.

The first large-scale acquisition of

²⁵ The library of the Instituto Ibero-Americano reported by Gropp has been absorbed by the university library.

²⁶ Data on the Puerto Rican Collection have been furnished by Sr. Gonzalo Velazquez, associate librarian at the university, who has devoted much time and energy to building it up.

Puerto Rican material was made in 1932, when the university purchased the private library of Sr. Vicente Rodríguez Rivera of Cayey, containing some six thousand volumes. In 1936 the university bought the exceptionally handsome collection of Puerto Rican books which had been brought together by Mr. Robert L. Junghanns of Bayamón. Mr. Junghanns, a New Yorker, was graduated from Cornell around the turn of the century and went to Puerto Rico with the intention of learning enough Spanish to permit him to conduct entomological investigations in South America. However, he became a permanent resident of the island and devoted much time to collecting insects, rocks, books, and periodicals. His library consisted of more than five thousand books, periodicals, pamphlets, and other material relative to the history of the island, and it was particularly strong in local newspapers and periodicals. When Pedreira, then head of the university's history department, died in 1939, his collection of about fifteen hundred carefully selected titles dealing with Puerto Rican history also passed to the library. The last important acquisition of Puerto Rican material was made in 1945, when the university purchased the admirable private library of the late Don Enrique Adsuar. Don Enrique had the means to acquire whatever he wanted, but he exercised great discrimination in the titles he admitted to his shelves, including such gems as Abbad y Lasierra's *Historia geográfica, civil y política de la isla de S. Juan Bautista de Puerto Rico* (Madrid, 1788) and the *Diario liberal y de variedades de Puerto Rico* (1821-22), the first daily newspaper on the island.

The Puerto Rican Collection of the university contains many other rare titles duplicated in few other collections.

Such items as an anthology known as the *Aguinaldo Puerto-Riqueño* (San Juan, 1843)²⁷ and the long runs of the *Gaceta de Puerto Rico* (from 1812 to 1902, when it ceased publication) and the *Boletín mercantil de Puerto Rico* (1839-1918) offer the student of Puerto Rican history ample opportunity for research. At present the collection is housed in a special room which, although beautifully appointed, is entirely too small for it. Plans have been made to give it considerably more space in the new library building which is being contemplated.

During the war years the University of Puerto Rico, like the rest of the island, has enjoyed the most prosperous period in its history, thanks to the unprecedented revenues from rum taxes enjoyed by the insular government. That the library shared in this general prosperity is witnessed by the fact that a count of its collections in 1939 revealed 56,670 volumes, increasing to 66,995 in 1941, 74,054 in 1943, and 90,000 in 1944. Unfortunately, there is no reason to believe that the present prosperity will continue, and there have already been indications of a tendency to reduce appropriations for the university. The future financial position of the university library might possibly be improved somewhat if the library were given the functions and the prerogatives of a state or national library, thus justifying additional appropriations over and above the amounts allotted to

it by the university from its total appropriation.

The University of Puerto Rico Library will probably never develop outstanding research collections in any field, but every effort should be made to strengthen the collections to a point where they will be adequate to support graduate work for a Master's degree in a few significant fields, such as Spanish philology and Latin-American history. In the foreseeable future it will be better for Puerto Rican aspirants for the doctorate to do their advanced study in North America rather than for the university to attempt to provide graduate study programs at home. The development of photographic facilities (at least microfilm readers) and the proposed new building for the university library, if its construction is actually realized, would contribute substantially to increasing the effectiveness of library service in Rio Piedras.

Special libraries in Puerto Rico have been rather weak until quite recently. Pedreira commented: "La falta de archivos, bibliotecas y museos que orienten con aportaciones iniciales la tarea del investigador ha sido una barrera formidable para ordenar y valorar nuestra inviolada producción literaria."²⁸ The first special library was a legal collection in San Juan established by royal order on June 19, 1831. This library subsequently became the property of the Puerto Rican Bar Association (Colegio de Abogados) and, after a brief sojourn during the 1930's in the university's law library, came to rest stored in boxes in the capitol building in San Juan. No officials of the Colegio de Abogados are familiar with the specific contents of this library, but it is said to have suffered heavily from losses due to constant moving and

²⁷ Until recently supposed to be the first book (not item) published in Puerto Rico. However, a few years ago, a title by Fray Manuel María de SanLúcar, *Quadernito de varias especies de coplas muy devotas* ("Impreso en Puerto Rico, año de 1812. En 8^{va}"), was discovered in a 1924 catalog issued by Victoria Vindel, a Madrid dealer. Vindel was unable to remember to whom the book was sold, and no copy has been located thus far. If the 1812 date is correct, the Capuchin missionary SanLúcar will enjoy the honor of being the first person to write a book published in Puerto Rico.

²⁸ *Insularismo*, p. 52.

negligent borrowers of another generation.

The best legal library of Puerto Rico is the collection of the insular supreme court. Its beginnings can be traced back to 1912, and today it is said to hold some twenty thousand volumes, almost totally uncataloged except for some informal checking cards on the various reporting systems. There are fairly complete sets of nearly all federal reports, a large number of state reports, twelve complete law reviews, about five hundred textbooks, and some Spanish and British works, but nothing from other countries. An annual appropriation of \$2,500 is available for the purchase of reports and books. There is no trained librarian, but the Puerto Rican insular marshal devotes some of his time to caring for the collection. While it is primarily for the reference use of the supreme court justices, it is also open to local attorneys for consultation and borrowing.

The library of the attorney-general of Puerto Rico is second in importance to that of the supreme court among legal collections of government agencies. It is only about fifteen years old, but it is reasonably complete in federal reports. It has a few state reports, a half-dozen law reviews in various states of completeness, and about a thousand textbooks and monographic works. Total holdings run to about ten thousand volumes. There is little older material and virtually nothing from outside the United States. The collection is fairly well cataloged, and it is available for consultation by local attorneys.

In 1944 and 1945 a vigorous campaign was conducted at the university to build up the law-school library. Prior to 1944 this collection contained only some forty-five hundred uncataloged volumes, was administered with extreme in-

formality, and was subject only to the nominal jurisdiction of the university librarian. In order for the law school to be accredited and in order to provide adequate facilities for study, some seven thousand volumes were added in 1944-45, and the administrative conditions were radically changed. Today the university's law library is well cataloged, has a trained librarian in charge, and has an adequate budget for the purchase of current reports and law reviews. It has nearly all federal reports, state reports from forty-four states, and a representative collection of textbooks, including works by European authors. The few sets of law reviews are nearly all incomplete, but efforts are being made to fill them out.

At present it is being advocated that the libraries of the attorney-general and the supreme court be combined in one, to be housed in a proposed new Palacio de Justicia to be constructed in Muñoz Rivera Park in San Juan. Some local attorneys have even suggested that the University of Puerto Rico Law School be housed in this new legal center and that its library be incorporated with the other two. This proposal relative to the university's library was made prior to the rejuvenation of the law library at Rio Piedras, and today it might be more desirable to keep this collection separate, unless the law school itself is moved to the Palacio de Justicia. The combination of the supreme court library and the attorney-general's library would not only be an economical move but would also create a much stronger collection than either of the two component parts. Both are largely used at present by the same readers, members of the San Juan bar; and with the attorney-general and the supreme court under one roof, neither agency would suffer from losing

its private library. It would be especially desirable from the standpoint of the supreme court's collection, since it would surely receive better care than is being given it at present.

Another library nominally connected with the University of Puerto Rico is the important collection of the School of Tropical Medicine in San Juan, sponsored jointly by Columbia University and the University of Puerto Rico as a research institute for investigation of tropical diseases and public health problems.²⁹ It is the only medical library of any consequence in the whole Caribbean area and probably the best one between New Orleans and Rio de Janeiro. Its beginnings may be traced to the old Instituto de Medicina Tropical, which was founded in 1905. When the School of Tropical Medicine was created in 1925, it took over the rather small library of the old Instituto. It is now well cataloged, and in recent years it has received fairly adequate financial support. Almost four hundred current journals in the various fields of medicine, chemistry, and biology are received. Complete sets of most of the more important American and British medical journals are available, but there are very few European periodicals. Total holdings amount to 3,885 monographic works and 6,742 volumes of periodicals. There are few academy or society publications. Some veterinary publications are included in the collection, but more valuable material in this field is available in the library of the Agricultural Experiment Station of the University of Puerto Rico near Rio Piedras. The library of the School of Tropical Medicine is open to

the use of local physicians who obtain special permission from the director of the school.

In recent years there has been a good deal of discussion of the possibility of founding a medical school in Puerto Rico. The majority of medical opinion is against the project inasmuch as it is considered more economical to finance medical education of Puerto Ricans in North American universities. Unfortunately, the issue has become a political one, and in the course of the discussions that have taken place little thought has been given to the difficulty of building up adequate library, laboratory, and hospital facilities in centers far removed from San Juan. From the standpoint of securing adequate library service, it would seem to be most desirable to locate such a school close to the School of Tropical Medicine, but some have advocated that it be located far to the south in Ponce.

A second medical collection in San Juan is the library of the Department of Public Health. In 1940 Gropp estimated that it had 1,800 to 2,000 volumes and 156 periodical titles. At present this collection is boxed up and completely unavailable, and the librarian was unable to describe it adequately on account of the short period during which he has held office.

There are four agricultural libraries in Puerto Rico, and their administrative relations are most confusing. In the first place, it should be noted that the University of Puerto Rico, like the State System of Higher Education in Oregon or the Greater University of North Carolina, consists of two parts. The humanistic faculties and professional schools are in Rio Piedras, but the university's College of Agriculture and Mechanic Arts is in Mayagüez, a hun-

²⁹ A short description of this library appears in Columbia University, *Announcement of the School of Tropical Medicine of the University of Puerto Rico, Twentieth Session, 1945-46*, p. 12.

dred miles (four hours by car) to the west. Nevertheless, the (insular government supported) Agricultural Experiment Station nominally attached to the College of Agriculture and Mechanic Arts is located in Rio Piedras on the other side of town from the university. The Federal Agricultural Experiment Station is in Mayagüez, but the Federal Forest Experiment Station is located in Rio Piedras in the same complex of buildings with the Insular Agricultural Experiment Station. Finally, the recently founded Instituto de Agricultura Tropical under the distinguished mycologist Carlos E. Chardón is located in Mayagüez. It is supported by the insular government.

Starting in Rio Piedras, we find a fairly significant library in the Insular Agricultural Experiment Station (of the College of Agriculture and Mechanic Arts). The station library was begun as early as 1915, at which time a number of books had already been received and efforts were being made to establish exchange relationships with experiment stations in the continental United States, Latin America, and tropical regions in general.³⁰ In 1919 Director Edmundo D. Colón pushed the library project and secured a librarian whose duties also included supervision of the distribution of station publications. The hurricane of 1928 caused great damage to the library, and as a result of this disaster the collection was moved in 1930 into a fairly substantial structure remodeled to satisfy specific library needs. Until the summer of 1942 the library was uncataloged and unclassified in spite of the fact that

it contained valuable sets of periodicals and other serials in agriculture and related fields. A recent count shows that the library holds 4,025 bound volumes, about 4,000 unbound volumes, and some 75,000 pamphlets. In addition to a large number of periodicals received by exchange, the library purchases 120 scientific journals by subscription. At present the total book fund is almost \$5,000, of which \$850 is set aside for subscriptions to periodicals.

Located in the same complex of buildings as the Insular Agricultural Experiment Station is the Federal Forest Experiment Station. Here there is a small working collection of about a thousand volumes on various aspects of forestry and forest economics, as well as a large number of forest experiment station bulletins. This collection is under the jurisdiction of the librarian of the United States Department of Agriculture.

Of the various libraries in Mayagüez the most important is that of the Federal Agricultural Experiment Station. This collection is also under the jurisdiction of the librarian of the United States Department of Agriculture. The library contains about twenty thousand volumes relating to agriculture and is in the custody of a full-time librarian employed under funds provided by the government of Puerto Rico at a salary of \$1,800 a year. The books are classified according to the scheme used in the main library in Washington.

The fourth agricultural library in Puerto Rico, that of the Instituto de Agricultura Tropical, is only three years old but is growing rapidly. It is under the librarianship of Mr. José I. Otero, for many years the librarian of the Insular Agricultural Experiment Station in Rio Piedras. Between 1942 and 1945 the

³⁰ Melville T. Cook and José I. Otero, "History of the First Quarter of a Century of the Agricultural Experiment Station at Rio Piedras, Puerto Rico," in Puerto Rico University, College of Agriculture and Mechanic Arts, Agricultural Experiment Station, *Bulletin*, XLIV (1937), 94-99.

Instituto spent about \$14,000 on books, which, when translated into terms of accessions, amounted to 4,573 volumes at the end of the fiscal year 1944-45. An annual appropriation of \$410 is set aside for scientific periodicals, of which about sixty (exclusive of government documents) are currently received.³¹

The library of the College of Agriculture and Mechanic Arts resembles a liberal arts college library more than an agricultural library, although there is some emphasis on scientific publications. The college itself has never attained prestige in its field comparable to that of the faculties in Rio Piedras. As of 1945, the college library held 15,559 volumes, and new accessions were coming in at the approximate rate of a thousand volumes annually. There is little material of any value to research in any scientific field, but it is encouraging to note that in 1944-45 \$3,600 was spent for completing periodical sets. At present the library maintains subscriptions to about 140 periodicals. The total budget for 1944-45 was \$28,540—a considerable advance over previous years but still less than half of what was being spent on the humanistic and professional collections in Rio Piedras.³²

In addition to the University of Puerto Rico and the College of Agriculture there are two other institutions of higher education in Puerto Rico—the Instituto Politécnico in San Germán and the Colegio del Sagrado Corazón, a Catholic girls' school, in Santurce, between San-

Juan and Rio Piedras. The misnamed Instituto Politécnico is actually a coeducational liberal arts college. Founded in 1912 as a private school, the Instituto inaugurated its college department in 1921. It is far smaller than the university, having only 319 students as against 3,508 in Rio Piedras and 780 in Mayagüez in 1944-45. The library contains 13,805 books, consisting largely of general works in the humanities and the sciences, with an attempt to approach as closely as possible the American standards for a liberal arts college library. Periodicals and most government documents are not accessioned. At present 139 periodicals are currently received by subscription. The library is not especially well supported, operating on a budget of \$3,595.42 (1944-45), two-thirds of which is derived from student fees.

The only other college library in Puerto Rico is that of the Colegio del Sagrado Corazón, whose college department was founded in 1935. The library contains 13,250 volumes of a character similar to collections in North American Catholic girls' colleges. Some fifty periodicals of a general nature are received currently. It is the only library in Puerto Rico which separates its public card catalog into author-and-title and subject catalogs; and it is stated by the librarian that the practicality of this measure has been justified by more intelligent use of the library by students. Like the Instituto Politécnico, this library is largely supported by student fees.

The Insular Department of Education Library in San Juan is a fully cataloged collection of some four thousand titles of pedagogical content. Over fifty periodical titles are currently received. It is the only education library outside the university, and it is designed to serve teach-

³¹ The growth of the library may be traced by referring to Puerto Rico, Instituto de Agricultura Tropical, *Informe anual del director, 1942-43*, pp. 10-12, and *Informe anual del director, 1943-44*, pp. 10-12, with illustrations of the premises.

³² Unpublished report for 1943-44 of the library of the College of Agriculture and Mechanic Arts, Puerto Rico University.

ers, principals, and school supervisors throughout the island. It is in the custody of a trained librarian.

There are said to be thirty-five high-school libraries in Puerto Rico.³³ Most of them are neglected, uncataloged, and unread. The Office of Statistics of the Insular Department of Education in San Juan states that these thirty-five libraries contain 40,953 volumes in English and 40,834 in Spanish. Personal investigations of those which are alleged to be the best, Ponce and San Juan, reveal large numbers of duplicates (often ten or more copies of the same book) and a preponderance of textbooks over collateral and recreational reading. If any serious attempt is made to build up school libraries in Puerto Rico, these collections will be of little value, even as a foundation.

During the war, libraries were established in Puerto Rico on the various military and naval reservations, but these are neither permanent installations nor are they devoted to the service of the people of Puerto Rico. There is a good chance that they will be converted into hospital libraries which the federal government will maintain for Puerto Rican veterans, even if the island becomes independent. At all events, these collections should not be removed from Puerto Rico; if they are not devoted to the service of the veterans, there is ample opportunity to put them to good use in the municipal libraries.

³³ Gropp, *op. cit.*, reported twenty-four high-school libraries, and other figures are available in the annual reports of the insular commissioner of education. The hurricanes have been particularly vicious enemies of books in Puerto Rican high-school libraries. Mr. Thomas S. Hayes, librarian of the University of Puerto Rico, states that when he went to Humacao as principal of the high school in 1927, he found an excellent although uncataloged collection of some six thousand titles. The entire library was completely destroyed in the hurricane of 1928.

The deficiencies of Puerto Rican libraries are legion. Aside from poor financial support in normal times, the lack of professional interests among librarians and of co-operative projects is a significant factor in accounting for the weakness of the libraries. Puerto Rican librarians have no organizational activities—a matter all the more important because of difficulties involved in participating in conferences held in the United States. Badly needed projects such as a Puerto Rican union catalog, co-operative purchasing agreements, and improvement of extension services could be promoted by closer association of professional librarians.

Co-operation is needed particularly among the academic and special libraries. Elimination of duplication of effort and expenditure should be special goals of these libraries in view of the limited resources of the island, both in terms of finances and in terms of professional manpower available. For example, it might well prove to be impractical to alter the administrative or geographic position of the four agricultural libraries; but it would not be too big a job to draw up a union list of serials held by these libraries and to eliminate duplication of subscriptions to expensive scientific periodicals. By the same token, the establishment of a medical school in Ponce would necessitate an otherwise unjustified duplication of many expensive medical periodicals presently available in the library of the School of Tropical Medicine.

From the standpoint of popular libraries, the most effective measure would be an aggressive program undertaken by the insular government to bring library service to the hundreds of thousands of Puerto Ricans who do not now have access to books of any sort. At

present Puerto Rico spends a relatively large proportion of the total governmental revenue on education.³⁴ Very little is devoted to libraries or, for that matter, to any other projects for continuing formal education. Outside of what is given to the Carnegie Library, nothing is appropriated to get books to the masses.

Puerto Rican educators might consider the advisability of establishing an insular library service commission along the lines of North American state library commissions in some of our states with large rural populations. Before attempting to transplant North American methods, however, it would be well to give due consideration to specific characteristics of Puerto Rican popular culture, such as those described by Rodriguez Bou and Rogler. As a policy it might be most effective to concentrate on bringing libraries to the youth; for no matter how enthusiastic one may be for adult educa-

tion, it is impossible to overlook the difficulties involved in making library readers of a people whose illiteracy rate is as high as it is in Puerto Rico. If a Puerto Rican library system is to be constructed with the primary goal of serving children and young people, it would possibly be best approached by reorganizing the high-school libraries to serve as public libraries in addition to their functions as school libraries.

The one dark side of the picture for the future of libraries in Puerto Rico is the immediate prospect of declining appropriations as the insular government's income from rum taxes decreases. The appropriations for the University of Puerto Rico have already been cut, and it will not be unreasonable to expect that those of other institutions will follow. On the other hand, Puerto Rico has today a larger number of trained technicians in all fields, including librarianship, than ever before. It is up to them to make up for any budgetary deficiencies by cooperative effort and by wise management of their own institutions.

³⁴ According to Writers' Program, *op. cit.*, p. 125, about one-third of the total governmental revenue was spent on education in "normal" times prior to World War II.

A MAN-HOUR ANALYSIS OF PERIODICAL CIRCULATION

ROBERT F. PRICE

TIME studies in industrial fields have had two complementary purposes: the determination of standards of performance and the establishment of wage schedules. In libraries, where piece-work rates are virtually nonexistent, only the first aim is valid.

Objective criteria for establishing work rates seem a necessity if publicly supported libraries are to justify their future payroll requirements. Only by applying such rates to work-load totals can fair estimates of personnel needs be made; otherwise they must be based on guesswork or trial-and-error procedures. The standard of accomplishment in most libraries is determined by the funds available for staff salaries and by the work to be done. One article has been published covering the formal application of time and motion study to library service.¹ However, it analyzed only a single routine—the charging of a book—and utilized a method requiring considerable mechanical equipment and technical knowledge on the part of the analysts. Between these extremes of guesswork, on the one hand, and a complicated time and motion study, on the other, it is possible for any interested supervisor to determine how many man-hours should be allocated to a job to maintain adequate service.

The time-analysis method, which may be conveniently used in establishing personnel requirements, is particularly ap-

plicable to the job where assistance from another person is constantly required or where a backlog of unfinished work is steadily accumulating in spite of a capable and conscientious incumbent. In a situation of this type, an investigation of the duties of the periodical circulation assistant was made at the Beltsville Branch of the United States Department of Agriculture Library during May and June, 1945. For some time the assistant had not completed her work assignments. Because of the limited staff available, professional personnel had been assigned to help her. The immediate aim of the study was to analyze the job in terms of the man-hours required. A supplementary purpose was to devise a statistical measure by which the output of comparable workers could be evaluated. (The validity of this device, however, was necessarily predicated on the fact that the competence of the persons currently doing the work had already been established.)

While the simplest approach to the primary objective would have been measurement of the time spent on circulation by others than the assistant, such a method would have produced neither a sufficiently accurate result nor a future standard, nor would it have taken account of duties left undone. The procedure finally used covered these points and is presented because it is applicable to almost any group of repetitive library routines, although the shortness of the testing periods and library-to-library variations forbid the drawing of general conclusions from this particular set of data.

¹ Dean D. Battles, Howard Davis, and William Harms, "A Motion and Time Study of a Library Routine," *Library Quarterly*, XIII (July, 1943), 241-44.

Periodical routing, both routine and special-request, is one of the primary services of the Beltsville Branch. The library, with its staff of five, is located at the Agricultural Research Center in Beltsville, Maryland. The laboratory work of a number of the Department of Agriculture bureaus is concentrated at the center. The scientists and laboratory technicians who comprise a large majority of the library patrons need a great many recent technical periodicals to aid them in their studies. Over 340 journals are received by mail; an additional 660 are sent from the Department of Agriculture Library in Washington. An average of nearly one hundred readers sees each of these periodicals. A file is maintained with the name of each periodical, and the list of those wishing to see it is entered on a separate 3×5 card. When issues are received, the volume, number, date of issue, and date of receipt are noted on the card. Routing is done according to bureaus. The circulation assistant sends a magazine to the previously established list of names in one bureau, noting the date on the card; when it returns, she crosses off the date and sends the periodical in similar fashion to the next bureau noted on the routing card.

The complete investigation involved dividing the work into its various categories, establishing the work load and the mean hourly rates, and from them computing the hours per day necessary to complete the job.

By observation and consultation with the incumbent, the work was broken down into these routines:

1. Answering the telephone and making outgoing calls to locate periodicals.
2. Adding readers' names to circulation cards.
3. Removing such names (a much shorter procedure).

4. Routing periodicals (the greatest part of the work).

5. Answering reference questions dealing with magazines which require no more than five minutes. (More involved questions are referred to a professional staff member.)

6. Typing personal record and circulation cards. (When a patron requests that a magazine be routed to him regularly, a card is prepared, listing the name of the journal, the person wishing to see it, and his bureau. A personal record card is made for each periodical; those desired by each individual are kept together in a separate file, arranged alphabetically by borrower.)

7. Filing and refiling cards.

8. Preparing overdue notices (consulting files, typing, and stamping).

The total effort expended on these routines comprised most of the work load.²

May, 1945, was the month selected for compiling the work-load total. The periodical circulation assistant kept the necessary tally, noting on a simple blank with columns for duties and lines for days the number of times each procedure was completed. Most of the items were already recorded daily in this manner for the librarian's monthly report. The totals for May and the daily averages are shown in Table 1.

Three types of overdue notices were being sent. One was a note on the routing slip, "Please return previous issue," used when the assistant circulated the next number of the journal. The second was the usual notice sent by the Department Library to delinquent borrowers (a form filled in on the typewriter), to which

² No total was included for those periodicals which were discharged from circulation, since this item was combined with the periodical routing in establishing mean hourly rates.

three and sometimes four stamps were applied. The third was a request to the Department Library for issues of periodicals which were ordinarily received regularly but which had not arrived recently. The three categories were combined in totals, as well as in determining rates of work.

The hourly production rates on the various routines were checked at intervals from May 1 through June 16, 1945. An effort was made to test enough items to equal at least 20 per cent of the May work load, to arrive at a valid sample. In making time studies for the purpose of setting standards, it is necessary to time a sufficient number of operations, Leffingwell and Robinson suggest, as a minimum, the study of ten operations if the operation requires five minutes or more; fifteen if it requires two minutes; thirty if it requires one minute; and sixty if it requires a half-minute or less. They add that it is better to err on the side of making too many studies than too few; beginners are advised to double the minimum figures.³ The time required for each operation was recorded by the person performing the routing work. The periodical circulation assistant was assured that results would not affect her efficiency ratings and was requested to work at a normal rate.

No attempt was made to break down the routines into their component elements. One reason for this was the difficulty of split-second self-timing. In addition, the study was concerned primarily with ascertaining rates of work under present conditions, not with motion analysis designed to eliminate the waste movements which may form a part of

each routine. Such motion study, while it might prove valuable, was deferred until present over-all conditions could be ascertained.

Testing a single person would have provided a better basis for future comparisons; testing many persons would have given a fairer average. However, to expedite compilation of the data, two individuals, the periodical circulation assistant and the assistant librarian, timed themselves.

Considerable variation was noted in the hourly routing figures. Two factors

TABLE 1
WORK LOAD, BELTSVILLE PERIODICAL DESK
(MAY, 1945)

Procedure	Monthly Total (Units)	Daily Mean (Units)
Making and receiving telephone calls	158	5.9
Making additions to circulation	247	9.1
Making subtractions from circulation	131	4.9
Routing periodicals	8,851	327.8
Answering reference questions	278	10.3
Typing cards	331	12.3
Filing and refiling cards	343	12.7
Preparing overdue notices	178	6.6

are mainly responsible. Varying lengths of circulation lists within bureaus necessarily caused irregularities when test periods of an hour or less were used. Almost as much time is necessary to route a journal to a single individual as to several, the only difference being the time consumed in writing the additional names on the routing slip. When several lists of eight or ten names were encountered during a test period, the total circulation for that period was high. This discrepancy was minimized by taking a number of samples. Also, during the first two or three hours in the day, new periodicals are entered in the records to begin cir-

³ William Henry Leffingwell and Edwin Marshall Robinson, *Textbook of Office Management* (2d ed.; New York: McGraw-Hill Book Co., Inc., 1943), p. 403.

culating. The process involves additional time. Tests run early in the morning, therefore, tended to average lower than those timed later in the day.

The rates for filing cards were abnormally high because most were personal record cards, a number of which file together in most cases. This is one of the

TABLE 2

COMPILATION OF HOURLY RATES OF WORK FOR
JOB ROUTINES, BELTSVILLE PERIODICAL
SURVEY (MAY-JUNE, 1945)

Procedure	Number of Items	Hours Devoted to Test Periods	Rate per Hour
Making and receiving telephone calls.....	61	2.3	26.5
Making additions to circulation.....	230	6.6	34.8
Making subtractions from circulation.....	113	1.5	75.3
Routing periodicals.....	1,651	34.2	48.3
Answering reference questions.....	93	2.9	32.1
Typing cards.....	268	5.2	51.5
Filing and refiling cards.....	205	1.5	136.7
Preparing overdue notices..	349	18.3	19.1

factors making the arithmetic results of the survey less valid in other situations.

The mean hourly rate for each routine is shown in Table 2.

The final step was to apply the mean hourly rates to the work load. (The method is applicable to monthly averages or to shorter periods.) The daily average for each item was divided by the mean hourly rate to ascertain the average time per day necessary to perform the amount of work done during the survey period. This, of course, varies from month to month as the work load changes. The result is shown in the last column of Table 3. It is valid only for a forty-eight hour week; a corresponding increase in the daily time would be necessary to

adjust to a shorter work week, assuming that the work load remains substantially the same.

To the total time 10 per cent was added to cover incidental and unstandardized items not considered during the test period, such as rest periods, conferences with the librarian, and unconscious speedup caused by the timing. The figure is approximate and may be too low.⁴ No allowance was made for illness or

TABLE 3

AVERAGE DAILY TIME REQUIREMENTS FOR JOB
ROUTINES, BELTSVILLE PERIODICAL
SURVEY (MAY-JUNE, 1945)

Procedure	Rate per Hour	Mean Daily Number of Units	Mean Daily Hours' Requirement
Making and receiving telephone calls.....	26.5	5.9	.22
Making additions to circulation.....	34.8	9.1	.27
Making subtractions from circulation.....	75.3	4.9	.07
Routing periodicals.....	48.3	327.8	6.79
Answering reference questions.....	32.1	10.3	.33
Typing cards.....	51.5	12.3	.24
Filing and refiling cards.....	136.7	12.7	.09
Preparing overdue notices.....	19.1	6.6	.35
Total.....			8.36
10 per cent of above (for miscellaneous items).....			.84
Additional daily time requirement for preparing all overdue notices.....			1.08
Grand total.....			10.28

leave, since the periodical routing was carried on at this time by other staff members.

⁴ Cf. Lefingwell and Robinson, *op. cit.*, p. 407. In part they state, with respect to rest periods: "It was found, as a result of many tests, that the greatest volume of work is secured when the clerk works 9 minutes and rests 1 minute. The introduction of such a rest period is, however, not possible as a rule in an office, for where it is tried, it will be

Ideally, overdue notices for all magazines should be sent monthly. Estimates were prepared for this routine, based on samples comprising roughly 25 per cent of the file for ordinary overdue notices and 50 per cent for circulation requests. The resultant time was added to the daily total.

Two procedures were omitted from consideration: collecting periodical sets for binding and claiming missing numbers of journals. Although both fell within the work area allocated to the periodical circulation assistant, she had rarely been able to perform either duty. The final total in Table 3 represents only the daily amount of time necessary to do all the work assigned to and regularly attempted by the assistant.

The figures may be used as an efficiency ratio for future incumbents by recording the work done over a period of time (that is, the number of times each procedure was completed), dividing by the mean hourly rate, adding 10 per cent to the total to allow for unstandardized routines and rest periods, and dividing the result by the number of hours during which the test was run.

The device has certain limitations. No single rating is a fair test of an individual; several should be made. Results would not be applicable in a different situation unless adjustments were made for the variation in routines, nor would they be useful as an accurate method of rating the periodical circulation assistant, who was one of the two subjects in the original tests. They are heavily weighted by the fact that the time spent in routing periodicals comprises about two-thirds

found that the workers take more than the minute allowed, because they are not aware of the passage of time. It is possible to control a rest period of 5 minutes each hour, however, and good results will be obtained."

of the total work period. An individual might be excellent at typing and filing cards, for example, and still have a low ratio. Moreover, the measure is quantitative, not qualitative; it takes no account of accuracy, so that supplementary spot checks are desirable.

A short-term graphic forecast of the probable trend of magazine circulation at the Branch is shown in Figure 1. Data are based on the monthly records from July, 1943, through June, 1945.⁵

Only a rough indication of the future growth of the periodicals job is given by

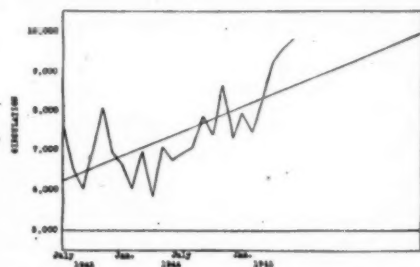


FIG. 1.—Periodical circulation, Beltsville Branch (July, 1943, through June, 1945).

this method. No analysis of the increase in items not included in the actual routing of magazines was made. This was largely because the work was done in a wartime economy, and there was no assurance that the trend would continue under radically altered external conditions. Further work-load checks will be required.

The conclusions reached in the survey were as follows:

1. The time-analysis method may be used to estimate the number of em-

⁵ Computation was by the method of least squares. The equation for the line of trend was $\hat{y} = 6130.3 + 105.78x$. An effort was made to fit the data to a Gompertz curve, but the results indicated that the equation was not applicable under prevailing conditions. A straight-line trend was therefore used.

ployees required to do any repetitive and mechanical library job. In this case the total time necessary to do the periodicals work was found to be about nine and a quarter man-hours daily, or about ten and a quarter man-hours if all overdue notices were sent. In other words, with the May, 1945, work load, the periodical circulation assistant should have approximately two and a quarter hours' help per day if all aspects of her job are to be completed, exclusive of collecting material for binding and sending claims.

2. A short-term forecast of man-hour requirements may ordinarily be made based upon time analysis. The trend in

periodical routing at Beltsville indicates that, under conditions current in June, 1945, the man-hours of work will increase and the assistant will need more and more help. During the two years prior to the completion of the study, the number of periodical circulations increased approximately a hundred per month.

It should be emphasized again that these figures are pertinent only to the situation in which they were compiled. The work-load record indicates what was done during the test period, not what should have been done. The data serve to illustrate the methodology rather than to provide a standard for other libraries.

THE COVER DESIGN

ADRIEN VAN BERGHEN began printing in Antwerp in 1500 "at the sign of the great golden mortar in the market place." He preserved for posterity in his first printer's mark the appearance of this, his first printing house. He remained at the golden mortar for almost

five years and afterward maintained printing establishments at several other addresses in Antwerp. Besides printing, Van Berghen evidently also bound books.

As far as extant records show, Van Berghen had a tranquil and prosperous career up until 1522. He then evidently became an early and zealous convert to the Reformed doctrine. On October 11, 1522, he was condemned to be pilloried and imprisoned for having Lutheran books in his house. A few years later he was accused of selling prohibited books, but this time, on November 27, 1534, he was acquitted.

Again, on July 1, 1535, he was arrested for circulating heretical books. For this offense he was condemned, on January 3d of the following year, to make a pilgrimage to a shrine in the Isle of Cypress.

Troubles now grew thick about Van Berghen. He went for a time into exile in Holland. Nevertheless, his press continued to operate. Finally, he was again arrested in Antwerp in 1542 for possessing Lutheran books. He was condemned to death, and on October 2, 1542, he was beheaded.

Van Berghen printed a few of the classics and some theology. He printed a larger number of works of popular piety, almanacs, and romances. But his principal productions were vernacular Bibles and New Testaments. He did not confine himself to the local market but also

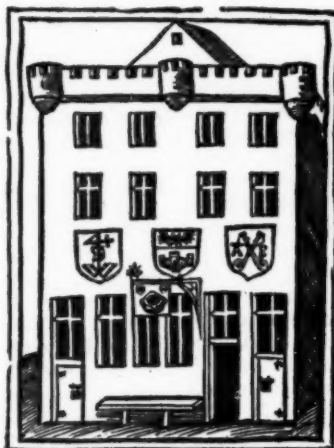
printed books for sale in England: John Holt's grammar—*Lac puerorum*; *Milk for Children*—Richard Arnold's *Chronicle*, and possibly an English almanac for the year 1529. Like many of his fellow craftsmen in the prosperous city of Antwerp, his books were well illustrated.

Van Berghen's printer's mark gives us an excellent idea of how tradesmen's signs were used in practical business. The mark consists of an imposing three-story house with a bench in front of it. In the center is the house sign—which served the same function as does a street number to-

day—"the great golden mortar." Above this is the coat of arms of Antwerp. On the left is evidently the merchant's mark of a fellow tenant of the house—a conventional crossed "4" with the initials "S.W." On the right is the merchant's mark of Van Berghen. This is composed of what appears to be a pair of book-binder's shears with the initials "A.B."

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE
LIBRARY



THE CONTRIBUTORS TO THIS ISSUE

WILLIAM WARNER BISHOP is librarian emeritus of the University of Michigan. For biographical information see the *Library Quarterly*, I (1931), 338; IV (1934), 359; XII (1942), 762; XIV (1944), 339-48.

RUDOLPH GJELSNESS was born at Reynolds, North Dakota, in 1894. He received the B.A. degree from the University of North Dakota in 1916 and the B.L.S. from the University of Illinois in 1920. After serving in World War I, Mr. Gjelsness held various library positions at the universities of Illinois, Oregon, California, and Michigan. From 1928 to 1932 he was chief of the preparations division of the New York Public Library; he then went to the University of Arizona as librarian and professor of bibliography. In 1937 he returned to the University of Michigan, where he has been chairman of the department of library science since 1940. Mr. Gjelsness spent the summer of 1942 in Bogotá and the year 1943-44 in Mexico as director of the Biblioteca Benjamin Franklin. For a number of years he has been treasurer of the American Library Association. He was editor-in-chief of the 1941 revision of the *A.L.A. Catalog Rules*.

FULMER MOOD, special assistant to the president of the University of California, was born at Oakland, California, on August 23, 1898. He was graduated from Harvard with the degrees of A.B. *magna cum laude* in 1921 and Ph.D. in history in 1929. From 1927 to 1932 he served as instructor in American history and literature at Harvard, and from 1933 to 1935 held a Guggenheim fellowship in London, England, the subject of his researches being Anglo-American voyage and promotion writings from 1550 to 1700. He continued these studies the following year as a research fellow of the Huntington Library. In this field of history he has published numerous articles in the professional periodicals and one monograph, *The English Geographers and the Anglo-American Frontier in the Seventeenth Century*.

While again serving as instructor in history at Harvard in 1936-37, Dr. Mood began an examination of the dominant interpretation in American history, that fathered by Frederick J.

Turner, and this led to a series of articles on the frontier concept and the westward movement, and also *The Early Writings of F. J. Turner*, edited jointly with E. E. Edwards, and a monographic study, *The Development of F. J. Turner as an Historical Thinker*.

Dr. Mood served as librarian of the University of Redlands, 1939-41; as assistant professor of librarianship, University of California, 1941-43 (from which institution he had taken a certificate in librarianship in 1930); and as chief of archives, Historical Division, AC/AS, Intelligence, Headquarters of the Army Air Forces, Washington, D. C., in 1943-44. He is presently engaged in conducting a survey of the library holdings of the University of California.

ROBERT F. PRICE, born in Paterson, New Jersey, on October 21, 1914, received his A.B. degree from Tufts College in 1936, his M.A. in education from George Washington University in 1938, and his B.S. in library science from Columbia University in 1943. He spent the years 1936-39 in high-school teaching and from 1939 to 1943 was employed at the Library of Congress. Since 1943 he has been with the U.S. Department of Agriculture Library.

JORGE RIVERA RUIZ is librarian of the Agricultural Experiment Station of the University of Puerto Rico, Rio Piedras. He was born September 27, 1915, at San Sebastian and received his B.A. degree from the Polytechnic Institute of Puerto Rico in 1938 and the B.S. in library science from Columbia University in 1939. Mr. Rivera Ruiz was librarian of the high-school library at Ponce from 1939 to 1941. In 1941 he organized the U.S.E.D. library at San Juan and the Ibero-American Institute Library at Rio Piedras, and in 1942 the Agricultural Experiment Station Library, where he has remained.

LAWRENCE S. THOMPSON: for biographical information see the *Library Quarterly*, XII (1942), 111. In 1942 Mr. Thompson left Iowa State College to serve as a special agent of the Federal Bureau of Investigation. In 1945 he resigned to accept an appointment in the U.S. Department of Agriculture Library.

REVIEWS

Short-Title Catalogue of Books Printed in England, Scotland, Ireland, Wales, and British America and of English Books Printed in Other Countries, 1641-1700, Vol. I. Compiled by DONALD WING. New York: Index Society, 1945. Pp. xvii+562. \$15.

"This is a continuation of *A Short-title Catalogue of Books printed in England, Scotland & Ireland, and of English books printed abroad, 1475-1640*, London, The Bibliographical Society, 1926. It is the first of three volumes carrying the work through the year '1700" (p. vii). With the opening paragraph of his Introduction, Dr. Wing brings his catalog into comparison with the earlier work (commonly referred to as the *S.T.C.*) compiled by A. W. Pollard, G. R. Redgrave, and their collaborators.

The task which confronted Wing was a more arduous one than that of his predecessors. First of all, the number of items to be listed is far larger in the later period, although Wing reduces the number by omitting a large and difficult group of publications—the periodical literature. The section, "A—England," covered in this volume includes approximately 24,500 items, or more than two and one-third times as many items as are represented by the same letters (approximately 10,400) in Pollard and Redgrave's *S.T.C.* Also, the earlier period was covered much more adequately by bibliographies than is the period 1641-1700. And, as the books of the period 1475-1640 are of much greater pecuniary value than those of the later period, many of these early printed books had been described in detail by skilled rare-book catalogers before the compilers of *S.T.C.* began their work. Wing, on the other hand, did not have for the books of his period many specialized bibliographies. When he began his task in 1933, he approached an almost virgin field.

First, he read the catalogs of nearly one hundred large libraries and noted pertinent items. Then, aided by a Guggenheim fellowship, he read the catalogs of the British Museum, the Bodleian, and Cambridge University libraries, as well as those of a score of smaller British libraries. But Wing did not content himself with reading catalogs. He personally examined the

copies. About 90 per cent of the titles listed in this work have been examined by the compiler. Further, ten American libraries checked their holdings against Wing's *Catalogue*, either in typed copy or in proof-sheets, adding to it wherever possible.

Wing, then, has partially completed a herculean task. Certain valuable features of the original *S.T.C.*, to be sure, could not be incorporated by Wing into this *Catalogue*. He could not, for obvious reasons, continue the *S.T.C.*'s practice of identifying the printers of unsigned books. More important, he does not maintain *S.T.C.*'s practice of differentiating between issues even though their title-pages are identical.

Although Wing follows, in the main, the entry forms of *S.T.C.*, he has added to it certain improvements. Like *S.T.C.*, Wing numbers his items. But, in order to shorten his numbers, he recommences his count with each letter of the alphabet—a practice proved advantageous by Miss Margaret B. Stillwell in her *Incunabula in American Libraries*. Wing's numbers, then—for example, "A790," "B2200"—can be easily distinguished from *S.T.C.* numbers.

The second item of the entry is the name of the author. Wing, following the British practice, distinguishes between two authors of the same name by the addition of a title or descriptive phrase. He indicates by brackets the absence of the author's name from the title-page of an edition.

The titles are shortened with the use of an ellipsis—a distinct improvement over the practice of *S.T.C.*, which does not indicate the omission of words from titles. In regard to anonymous books, Wing with some exceptions follows the American practice. He enters these works under the first word (other than an article) of their titles where *S.T.C.* would enter them under the first important noun, a proper adjective, or a place name. He follows this rule in some instances where American librarians would use an "Anonymous classic" heading.

The Book of Common Prayer, which under American cataloging rules would be placed under "Church of England," Wing enters under title (B3612-B3704) without any cross-refer-

ence from "Church of England," despite the fact that he enters many special prayers and other liturgical works under this corporate heading. Almanacs, however, he groups under that heading with cross-references from author or title.

Next come the imprint—in a form fuller than that of the *S.T.C.*—and the format. If the book contains less than fifty pages, this fact is indicated by an asterisk. Then follow references to the Arber edition of the *Term Catalogues* and, when pertinent, to ten special bibliographies. In giving references to these, Wing sometimes falls short. Although he attempts to give "complete references" to all of them, he apparently cites Hugh Macdonald's *John Dryden: A Bibliography* (1930) only under the heading "Dryden," and thus omits references to the Drydeniana section which occupies nearly half of Macdonald's work.

The entries are concluded with symbols showing locations of copies. Common books are located in ten libraries—five in Great Britain, five in the United States. Wing states emphatically:

This is not a census of copies but only a guide to inform scholars where each book may conveniently be consulted. It is only when less than five copies are located in either British or American libraries that any deduction can be drawn that the copies mentioned are all that the editor has found. This shall warn all users—and booksellers in particular—that it does not necessarily follow that a library not credited with a common title may not have it. A fuller list of holdings is available, with the editor's manuscript, in the Yale University Library [p. ix].

In all, Wing locates titles in 210 libraries, most of them in the United States or Great Britain, but a few in Canada and on the continent of Europe.

For location symbols, he uses neither those of *S.T.C.* nor the Union Catalogue symbols used by Dr. W. W. Bishop in his recent *Check-list*, but a system of his own, composed entirely of capital letters—never more than three in number. For the Folger Shakespeare Library, Washington, D.C., for example, *S.T.C.* employed the symbol "FOLG"; Bishop, "DFo." But Wing, for the "Folger Library" (*sic*) uses the symbol "WF." Wing's symbols, though drawn up without much logical system, are short and easily remembered. By printing these symbols for libraries in red on the end-sheets at the front and end of each volume, as well as in

the Preface, Wing renders easy their use in the location of copies.

The reference symbol "HUTH" is employed without explanation (D2373), although the 1880 catalog and the 1911-19 sales catalogs vary considerably.

In his General Introduction to the volume, Dr. Benjamin Nangle, the chairman of the editorial committee of the Index Society, makes a clear statement regarding the use of this bibliography:

The Society publishes this *Catalogue* fully cognizant of its limitations and deficiencies. Those who use it should educate themselves to a precise understanding of these limitations. A careful reading of the Preface is prerequisite to an intelligent use of the book. It may not be amiss to repeat certain warnings and quote a few phrases from the Preface of the *S.T.C.*, 1475-1640.

Like its predecessor, this is "a dangerous work for anyone to handle lazily." The user must always bear in mind that this is a *short-title* catalogue; in dealing with nearly ninety thousand books the compiler could not aspire to become an expert on the bibliographical niceties of each individual volume. . . . Finally, "in so large a work, based on such varied sources, probably every kind of error will be found represented and those who use this book as anything more than a finding-list must be on their guard" [p. v].

The reviewer believes that it is desirable to emphasize this warning. Perhaps this can best be done by citing some examples of the difficulties into which the book can lead the reader if it is used for purposes other than that for which the compiler has intended it.

First of all, Wing clearly points out in regard to authors assigned to anonymous books, "I assume no responsibility for authority of attribution" (p. ix). His evident practice, whenever an anonymous work is assigned to an author by a reputable library, is to enter the title under that author, using no cautious qualifying phrases, such as "attributed author" or "supposed author." This practice, provided the user constantly remembers it, is a simple solution to a vexed problem. But if the user forgets it, this work can lead him into error.

Let us take a few examples: a very popular book of jests and riddles, *A Help to Discourse*, has on the main title-page of its first edition (1619) the initials, "W.B.," as author. The second part of the work, *The Countryman's Counsellor*, bears on its title-page the initials, "E.P."—said to be those of Edward Phillips.

S.T.C. (Nos. 1547-1554) enters the work under "Basse, William." But evidently the compilers regretted their decision, for they added the note, "attribution v. doubtful." American cataloging rules require the entry of this work under title. The *British Museum Catalogue*, which Wing prefers as an authority (p. ix), enters the work under "B., W., and P., E." But Wing (E23-E25) has entered it, at least some copies of it—other copies may be entered elsewhere—under "E., P." with no cross-references from "Basse" or "B., W."

Again, the *Ludus literarum, the Sporting of the Letters, Or, the Scholars Recreation, Being a New Invention Tending to a Speedy Attaining Knowledge in the Tongues . . . To Be Used instead of Card-playing*, written by an evidently still unidentified Master of Arts, J. B., and "printed for the author" in 1674, was confused either by Wing or by the reporting library with a famous manual on the conduct of a grammar school, the *Ludus literarius*. This work, written by John Brinsley, the elder, was first published in 1612. Because of this confusion the title is entered under "Brinsley" (B4699), although such an attribution would make the author-publisher about 110 years of age in 1674, the date of this publication.

An error more likely than these to prove dangerous to the user is the inclusion of *The Mistaken Husband* under "Dryden" (D2318). The citation in the entry of Macdonald, *John Dryden* (No. 145), is apt to lull the user into a false sense of security by leading him to suppose that the play is attributed to Dryden on Macdonald's authority. Not only is the title listed by Macdonald in a section dealing with works "attributed to Dryden in error," but he quotes a statement made by the publisher: "This Play was left in Mr. Dryden's hands many years since: The Author of it was unknown to him." *The Mall* is another title from the same section of Macdonald (No. 144) placed by Wing under "Dryden" (D2305) with the same authority cited.

Other confusions occur in the author-headings. Although the alchemical treatise, *A Discourse on Fire and Salt*, by Blaise de Vigenère—the famous cryptographer—is correctly cataloged by the Yale University Library under "Vigenère," Wing enters the title under "[Blaise de Vigenère]" (B3128) and locates three copies, including the Yale copy. The other copies may well be entered in his manuscript under "Vigenère."

Another weakness is more serious. It is obvious that Wing, working with widely scattered materials, often was unable to tell whether two titles varying only in their imprints were different editions or were merely different issues of the work. This question often can be determined only by comparison of the copies. Recognizing this difficulty, it would have been easy to meet it: after indicating with the customary dashes the repetition of author and title, the imprints as they appear in the books could have been simply noted.

Actually, however, Wing seems to have disregarded the difficulty which he faced. Even where, as in the plays of Dryden, a competent bibliographer had distinguished for him the editions and the issues, he uses regularly the formula: "——— [Anr. ed.]" and the imprint. But in many cases—possibly in most cases—the use of this formula results in error. Let two examples suffice:

B4170-B4173 are four issues of a play. They differ from one another only in that during the printing of the title-page the type was unlocked three times and the name of another publisher substituted in the imprint—a common practice when several stationers undertook an edition. But Wing, by employing the formula "——— [Anr. ed.]" represents that four editions were published in one year.

Again (B4870-B4872), Wing presents a series of three entries under "Brome, Richard, *Five new plays*," each with different publishers and with the successive dates 1653, 1654, and 1659. The second and third of these entries begin, as usual, "——— [Anr. ed.]" B4871, however, is merely another issue of B4870, differing from it only in its title-page, a cancel. And B4872 is not another edition of B4870 but an entirely new collection of plays. The abbreviation of the title has no doubt misled the compiler. The title of the 1653 collection continues: "*The madd couple . . .*"; that of the 1659 publication continues: "*The English Moor . . .*"

Indeed, the user of Wing's *Catalogue* would do well to disregard the phrase "[Anr. ed.]" throughout the book and to remember that a repeated title with a different publisher or date may be another edition or another issue.

Virtually no attempt is made to indicate whether the number of the edition given in the *Catalogue* appears on the title-page or whether it has been calculated by bibliographers.

Parts of books, despite Wing's intention of

excluding them (p. x), occasionally are treated as whole volumes. Bacon's first appearance in print in the New World was when Daniel Leeds included his *Essayes* as the third part of his *Temple of Wisdom*, printed in Philadelphia by William Bradford in 1688. Wing, however, lists this third part as a separate edition of Bacon's *Essayes* (B289).

Dr. Nangle states that the editorial committee will be disappointed "only if 'more than ten per cent of the extant books, or more than twenty per cent of extant editions and issues' have eluded discovery" (p. v). Omissions in a work such as this are manifestly inevitable. Less excusable, however, are items listed in bibliographies to which the compiler attempts to give "complete references." "Dryden, John, *Miscellany poems. In two parts* . . . For Jacob Tonson, 1685," is listed by Macdonald (*op. cit.*, No. 43 aii) but is not included by Wing.

A suggestion or two might be made for the improvement of the second and third volumes. In ordinary practice, when the entries under a heading are carried from one column to the next, the heading is repeated at the top of the column in bold-face type plus the familiar abbreviation "cont." But where the number of entries is large—as in "Bible," "Charles I," "Church of Scotland," and "England"—the heading is printed in the middle of the column, above the first entry, but no continuation-heading is placed at the top of the columns. Thus for thirty-nine pages (pp. 279-318), the user has no indication that the entries before him refer to Charles I or to Charles II. In the Bible section, he has the aid of the guide-notes at the top corners of the pages—"Bibles." But for the pages containing the entries under "Charles I," "Charles II," "Church of England," "Church of Scotland," and "England" the user must content himself with the cryptic guide-notes: "Cha-Cha," "Chu-Chu," and "Eng-Eng." Obviously, the second and third volumes would be improved with more informative guide-notes and with the use of a continuation-heading above every column in which a heading is carried over.

The reviewer dislikes to quarrel with the handsome title-page resplendent in its judicious use of two-color printing. But how informative is "In Three Volumes. Volume I. A1—E2926"? Would not "A—England" be much more useful here and on the attractive red leather label on the back?

But enough of these details. Dr. Wing—to

quote from the title-page of a work by his great predecessor, John Bale—has "with no little labor" completed the first instalment of a truly monumental work. His book contains many errors, omissions, and other shortcomings. These spring inevitably from his method of working. But without the use of this method of working, it would not be possible to produce this *Catalogue* at all. Handled with the caution which he enjoins upon the user, Wing's *Short-title Catalogue* will prove invaluable to students of the Commonwealth and Restoration period. The Columbia University Press, it may be added, has produced a very handsome book.

So the reviewer concludes this review by offering, first, to Dr. Wing and the Index Society his sincere congratulations; second, to the future users of the *Catalogue* his advice to read the compiler's Introduction and then to "use only as directed"; and, third, to the booksellers who on seeing this volume will doubtless proceed with enthusiasm to raise the prices of 1641-1700 books and to state concerning many a common book, "according to Wing only five copies in America," his assurance that there are many guileless and trusting librarians who will actually believe them!

EDWIN ELIOTT WILLOUGHBY

Folger Shakespeare Library
Washington, D.C.

Renaissance Guides to Books: An Inventory and Some Conclusions. By ARCHER TAYLOR. Berkeley: University of California Press, 1945. Pp. 130. \$1.50.

Professor Taylor's modestly titled inventory or list of Renaissance bibliographies fills only thirty pages and seems at first a somewhat niggardly selection from the riches of the Renaissance; yet the list will prove a useful brief guide to the bibliographies published between 1500 and 1700. Since the list is arranged alphabetically, it cannot present a chart of the growth of bibliographic science during those years, but it does provide a simple alphabetical finding list to the books mentioned in the text.

To inform and justify his list, Professor Taylor has prefixed a pleasantly written essay of eighty pages, the text of his book. His thesis, not perhaps a startling one, is that the scholars of the Renaissance produced and made effective

use of a considerable body of varied bibliographical tools and that changing cultural conditions reduced the value of these tools to scholars after about 1700. With the fact that books published after 1700 are likely to seem more "modern" there can be little quarrel; one would like to know whether the change is in reality any more abrupt at that time than at any other time. It is quite true that the idea of progress has been pervasive in all thinking since the seventeenth century; but it is not clear that the break can be dated even so approximately as "about 1700." The idea was implicit in both Cartesian and Baconian thinking, even if not formulated explicitly before Fontenelle's *Plurality of Worlds* in 1686; but Samuel Johnson translating epigrams from the Greek Anthology into Latin in 1784, during his sleepless nights, may serve to remind us of the continuing Renaissance tradition. Johnson, indeed, is one man who would still seem at home among the books in Professor Taylor's list, but perhaps in his later years at least he must fairly be considered an exception and not typical.

It is fair to Professor Taylor to point out that he recognizes his date as a variable, more precisely ascertainable in some fields than in others. Perhaps that variableness is the strongest evidence of a dated break in human ways of thinking: the breaks are likely to be signalized by important books, but not all scholarship changes in response to the book or books. Modern philosophy does not properly begin with Locke's *Essay* in 1690 or with Descartes' *Discours de la méthode* in 1637; it seems to be unfortunate that Professor Taylor should make that point so clearly (p. 78) and then go on to try to date the beginning of modern philosophy from 1650 because the bibliography by Johannes Jonsius, published in that year, is the oldest book mentioned in Ueberweg's *Grundriss*. In trying to fix upon a date for the change from an unfamiliar way of thinking to what may be called our way of thinking, Professor Taylor is forced into a kind of special pleading: he selects Leclerc as a modern history of medicine because it was published in 1696 and overlooks such a book as the *Medicinal Dictionary* of Robert James (1743-45), which, despite its use of English instead of Latin, is typically Renaissance in outlook; similarly, on page 81 he has to except Agricola on mining (1561) and to forget Moxon's *Mechanick Exercises* (1677-83) in order to argue that modern technology does not begin until 1700. Is it not true, then, that one

can select evidence to show a break at almost any point? One can argue a break in English literature when Shakespeare went to London, or in 1660, or in 1745, or in 1800, and the beginning of English Romanticism has been dated all the way from 1700 to 1798; but these dates are argued only by selecting the evidence. Our language is neither Shakespeare's nor Chaucer's, our religion is not Calvin's, our philosophy is neither Plato's nor Nietzsche's, and our bibliographical guides of 1946 are not precisely like those of 1600. But so long as men read and reflect upon Shakespeare or Plato, and so long as scholars like Professor Taylor study the bibliographies of 1600, no man can call the break complete. In 1600 as in 1946 there were men who cared nothing for Plato or for Gesner; in 1946 some men still care for Plato and some men, for different reasons, still cherish Gesner.

Yet it is clear that the change has been great. Nobody can look at the list of books published between 1500 and 1700 without feeling that it represents a former tradition, not a current one. It is likewise true that the customary ways of scholars in the middle of the eighteenth century were altered by such crosscurrents as the idea of progress. All guidebooks seem either quaint or annoying to later ages, and Professor Taylor might fairly have added on page 66 that the new bibliographical tools of each decade, almost, make "the use of older bibliographies increasingly difficult and annoying." But we can be exasperated by the deficiencies of nineteenth-century book-catalogs without feeling a major break in bibliographical tradition.

Several times in the book Professor Taylor talks of books in a disappointing secondhand way. He has not seen a number of books, apparently because they are so rare, although at least one is in the Library of Congress. On page 22 he says that certain catalogs "are praised as useful tools," on the next page he says that Petzholdt praises their value, on page 40 he cites Walpole's *Royal and Noble Authors* from Petzholdt; always the reader would like to have Professor Taylor's own appraisal, since he is our best judge of the merits or defects of such books. It seems strange to find no mention of the format of the books, especially after Labbé has been accused of an "error" (p. 8) in omitting a date. There seems a small error in logic on page 27, where it is asserted that with the rapid increase in the number of books printed, bibliographies naturally become more and more deficient; it would seem more in accord with the

evidence to say that scholars demanded more bibliographical help and that bibliographical work did gradually improve. On page 29 the word "indispensable" seems not quite correct for Dr. Bishop's list of American holdings of early English books; it is an extremely useful and convenient book, but I am certain Dr. Bishop himself would be the first to point out that it stands on a different level of dispensability from the *Short-Title Catalogue* it supplements so admirably.

A. T. HAZEN

University of Chicago

The Cambridge Press, 1638-1692: A Reexamination of the Evidence concerning the Bay Psalm Book and the Eliot Indian Bible, as Well as Other Contemporary Books and People. By GEORGE PARKER WINSHIP. ("Rosenbach Fellowship in Bibliography Publications.") Philadelphia: University of Pennsylvania Press, 1945. Pp. ix+385. \$5.00.

This volume is dedicated to two distinguished bookmen of the last century, Samuel Abbott Green and George E. Littlefield. Each of these gentlemen, says Mr. Winship, "convinced me fifty years ago that the opinions of the other concerning early printing at Cambridge were all wrong." Librarians and bibliographers are aware of the fact that a fog of uncertainty still surrounds the origins of printing in Europe (ca. 1439, Mainz) and in America (ca. 1539, Mexico). Anyone who has ever tried to get at the facts of the beginnings of the Anglo-American press has been similarly confused by misty, rather than musty, documents. Mr. Winship has spent fifty years preparing to write this book. Anyone who would understand the documents which reveal the story of the first printing in the British American colonies must have had a combination of experiences. He must be a recognized and accomplished historian of the American scene; he must be a distinguished bibliographer of Americana; he must have had practical and mechanical experience in a printing shop; he must have been the librarian of a noteworthy library of Americana; he must have a keen understanding of American economic history, so that he can evaluate the effects of booms and depressions on a given American business; he must have lived

through such business cycles; he must have been the father of children, trying to make a living for them; he must have tolerance and a deep knowledge of what, for lack of a better term, we still call "human nature"; but, above all, he must have a keen imagination tempered by all the above experiences.

Since the author of *The Cambridge Press* does combine this unusual assortment of qualifications, it may be said that it will be a very long time before this job is ever done again—if it ever has to be done again, which is doubtful. Do you want to know whether the missing British Museum copy of the unknown Number One of Massachusetts printing is really Number One, or something else? Was the first printer Stephen Daye or his son Matthew? Does Richard Mather or John Eliot deserve the greater credit for the production of the Bay Psalm Book? What proportion of the imprints of the Cambridge Press survive in known and located copies? How much was the work of the Press involved in the academic politics of Harvard College and the theocracy of Massachusetts? How far did the private domestic affairs of Widow Glover, Henry Dunster, and their various offspring affect the working of the Press? How far did the *affaires du coeur* of the printers affect the work of the printing office? What vicissitudes preceded the actual publication of such monuments in American bibliography as the Psalm Book, the "Cambridge Platform," the first Massachusetts *Laws and Liberties*, and the first American Bibles—with their various and variant editions which came from the Press at Cambridge before the year 1692, when the primacy of Massachusetts printing passed to Boston?

This reviewer does not propose to help you avoid consulting Mr. Winship's book by even hinting the answers to these questions. Moreover, he suspects some reviewers will try to outline the answers categorically—and be totally wrong, because they did not finish a chapter. Indeed, one such review has already appeared in a highly reputable journal.

If there is any known pertinent document, printed or unprinted, if there is any related monograph, good or bad, which Mr. Winship has not subjected to almost psychoanalytical scrutiny, we shall be surprised. One Winshipian touch is noteworthy—meticulous references to previous publications by author and title, except those by G. P. Winship. These are cited by title and finding data, but no author is given.

The Cambridge Press is more than a history of early printing in New England. It is a veritable bibliography of rarities elsewhere inadequately described; it contains paragraph after paragraph of brilliant literary criticism of the books discussed; it is a presentation of the textual evolution of these landmarks in American history. Its appendixes print a parallel column comparison of portions of the Psalm Book of 1640 and that of 1648; alternative readings by the revisers; and the text of material added in later editions.

The author is exceedingly careful to differentiate proved facts from guesswork—and those who know him sometimes think that Mr. Winship's guesswork is likely to approximate the fact more closely than the work of investigators whose scholarship is not mellowed by a sense of humor.

It seems to this reviewer that any library which preserves the previous efforts to write upon this subject should have inserted in those books a printed slip saying: "Do not regard the findings of this author as conclusive until you have checked with G. P. Winship's *The Cambridge Press*."

RANDOLPH G. ADAMS

William L. Clements Library
University of Michigan

Eleventh Annual Report of the Archivist of the United States for the Fiscal Year Ending June 30, 1945. Issued by the NATIONAL ARCHIVES. ("National Archives Publications," No. 46-8). Washington: Government Printing Office, 1946. Pp. vi+86.

It is not difficult to imagine the results of record creation by the thousands of government employees, civilian and military, during the war, but somehow the staggering total still amazes—eight to nine million cubic feet, with a total at the end of the war of eighteen to twenty million cubic feet, or enough to fill eighteen buildings the size of the present National Archives. The task of reducing the mass to manageable proportions has been placed partly on the creating agencies, through encouraging the inauguration of records administration programs, a policy adopted four years ago. In spite of the work of agencies in surveys and disposal schedules, the National

Archives has considerable weeding to do. Although some adjustment has been made to accommodate records likely to be received in the next three years, additional buildings are seriously needed and are now on the next building program of the commissioner of public buildings. One is to be for the storage of film received both in the Archives and in the Library of Congress; the other will be a brick structure providing one million cubic feet of storage space at Suitland, Maryland.

Among notable records transferred are many from the war agencies and older series, such as the Post Office registers and journals, District Court for the Southern District of New York, 1780-1912, Interior Department, 1854-79, relating to colonization of free Negroes and suppression of slave trade, the Chesapeake and Ohio Canal and the Canal Towage Company, and census schedules of 1880, 1910, and 1930. Numerous maps also were added, including some from the Hydrographic Office, 1853-1925, among which are those of the Perry expedition to open up Japan. Additions to the film and still-picture files have been extensive, thus enriching the sources of information for geography and history.

Attacking the problem of analyzing and describing the records, the Archives in 1941 adopted a plan providing, first, for the registration of the records of each major government agency as a "record group," next, for the compilation of preliminary check lists or inventories of series in each group, and, finally, for the preparation of definitive inventories of some of the groups. The war, however, compelled postponement, so that at the end of the fiscal year 1945 there was a backlog of more than six hundred thousand cubic feet. With the end of the war it seems likely that, with the basic registration of 215 record groups completed, the plan can be put more fully into effect. Revision of the *Guide* was begun in 1945.

Use of the Archives has changed largely from war to postwar, for agencies are searching for suggestions to aid them in the solution of postwar problems. Another change lies in greater nonofficial use for purposes as varied as the establishment of land titles in Mississippi following the discovery of oil, the illustration, through pictorial records, of books, the documentation of films, and the preparation of dissertations and books in history and biography.

In addition to furnishing staff for government agencies in Washington and to supplying

information on archives, archivists, and archival organization in overseas areas, the National Archives acted as an informal advisory agency and supplied or recommended assistants in connection with the protection, administration, and exploitation of archives in war areas. The story of Shipman's, Child's and Kimberly's work is worthy more detailed narration.

Of considerable interest also is the continued training program carried on in co-operation with the American University. Besides the courses on government archives offered by Dr. Posner, Miss Chatfield, and the staff of the Archives, special instruction was given in June, 1945, on institutional and business archives. This is a new step, characteristic of the progressive policy of Dr. Buck in furthering the education of archivists.

At various places throughout the report staffing difficulties, similar to those experienced by libraries, are mentioned. In attempting to solve these, and to provide a better working organization, a reorganization of staff was effected. The new organization is presented in a chart at the beginning of the report.

Although it has been a definite loss not to have had published reports of the National Archives during the war, to follow the work and accomplishments of this important agency during a period that must have been exciting in its implication for the use of archives, it is good to have this account of present status and prospects to bring the record to date.

WALTER HAUSDORFER

Columbia University Libraries

Library Extension—Problems and Solutions: Papers Presented before the Library Institute at the University of Chicago, August 21-26, 1944. Edited by CARLETON B. JOECKEL. ("University of Chicago Studies in Library Science.") Chicago: University of Chicago Press, 1946. Pp. 260. \$3.00.

With over thirty million persons living in nonlibrary areas in the United States, America already has "too many" libraries, according to Dr. Joeckel's introductory paper in this volume, which contains the eighteen addresses presented at the ninth summer institute sponsored by the Graduate Library School. By this paradox he points up the fact that the crying need in library extension today is for fewer but stronger library

units, so organized as to provide all citizens with at least a minimum of adequate library service. In a phrase, the entire theme of the book may be described as "nation-wide library coverage through strong, integrated larger-unit library systems."

For all who are seriously concerned with the nation-wide equalization of reading opportunity, this volume is both a challenge and a practical guide. It is to be regretted that its origin and sponsorship will doubtless limit its audience largely to practicing librarians and library-school students, for it has important implications for educators, political scientists, social workers, public health officials, legislators, agricultural extension workers, and local community leaders—not to mention taxpayers and good citizens everywhere. However, if all those who do read and take to heart its challenge will see that at least some of its more important facts and recommendations are brought to the attention of key individuals who can do something about the situation it describes, then this book may conceivably influence the development of good library service throughout the nation.

As is characteristic of volumes composed of addresses before professional gatherings, the individual contributions in this book vary considerably in importance as contributions to the broad subject treated as well as in usefulness to workers and planners in the field. Nevertheless, they do contain a wealth of information that can be used in preparing and presenting sound programs of action called for by specific local library situations.

Admittedly, former students of the Graduate Library School will find much in this volume that is familiar—although even recent graduates will be surprised to discover how much it contains that is new to them. Owing to the healthy, critical, and objective approach of its contributors, the general picture it presents of long-range progress in library extension seems to reveal more inadequacy than positive, continuous achievement. However, the papers describing specific examples of larger-unit library establishment and of demonstrations made possible through grants-in-aid indicate developments and trends in recent years that are, on the whole, most encouraging.

Among the subjects most ably discussed by the experts contributing to this volume are patterns of organization and support for area-wide library service, both in predominantly rural

communities and in metropolitan regions, objectives and standards of service to be sought after in establishing universal library facilities, regional library problems (and, perhaps more important, pitfalls to be avoided in planning for regional programs), and the varying kinds and degrees of responsibility of local, state, and national levels of government in making adequate library service available to all citizens.

The volume's inclusion of contributions by specialists from nonlibrary fields reflects the commendable policy of the Graduate Library School in planning its institute programs. These articles illustrate how closely the concerns of librarians are related to those of, say, social scientists, who have much to offer us both in studying and in solving our problems. For example, the more librarians and laymen alike understand of local governmental patterns and devices for interunit co-operation, the better we know both the advantages and the dangers of various schemes for larger-unit organization; and the clearer is our comprehension of the entire problem of state and federal aid for other local services, the more sound and successful and permanent our proposals for future systems of libraries will be.

For the practical guidance of library planners, such papers as those describing the organization of specific area-wide programs under the Tennessee Valley Authority and under the present state-aid plan in Michigan are especially helpful. Throughout the volume tabulations, such as those showing regional library progress to 1944 (p. 89), recommendations for the future for state agencies (pp. 168-69), and state aid for public libraries as of July, 1944 (pp. 209-11), offer convenient summaries for the student and library practitioner alike.

One feature of the book that should be most helpful to students (and eventually to the entire library profession) is the enumeration by several of the contributors of specific problems or areas in which research is sorely needed today (pp. 22-23, 97, 158).

Finally, for the benefit of those who wish additional or more complete information on individual subjects treated, there are valuable footnotes and a well-selected reading list for each paper (and, for the record, there is also a useful name and subject index).

He who turns to this volume in the hope of finding a neat pattern or a single "approved solution" to the problem of organizing library service effectively will be disappointed. How-

ever, if he reads the volume through, it will soon become evident how impossible it is to formulate any single plan suited to the requirements of all situations. Fortunately, the authors individually have pointed out a variety of techniques and devices found to be effective in specific programs. So there is, actually, a wealth of practical aid to be obtained from this book.

The greatest single lack in the volume—and a feature that might well have made it more meaningful to the average reader—is a critical summary, highlighting and more closely integrating the contributions of the individual authors. Such a chapter, drawing together significant relationships between the separate papers, might have interpreted for the reader the most important conclusions arising from the entire week's program and thus might have overcome in part the lack of connective tissue which is so frequently a weakness in the publication of any series of addresses individually prepared by specialists, even on differing phases of a single broad subject.

In summary, this is a volume which is an essential refresher even for persons already familiar with other literature on library extension and a "must" item for anyone concerned with any phase of planning an equitable national or local provision of public library service.

E. B. STANFORD

University of Minnesota Library

"Report on a Survey of Postwar Library Building Needs of the Dayton Public Library and Museum." By JOSEPH L. WHEELER for the Board of Trustees of the Dayton Public Library and Museum. Dayton, Ohio: Dayton Public Library and Museum, 1945. Pp. 55. (Mimeographed.)

Backed by years of professional and practical building experience and employing the impersonal skill of a surgeon using a scalpel, Mr. Wheeler has laid bare the conditions which hold back modern library service in an important American community—Dayton, Ohio. In the operation he has provided a report which may well serve as the model for the library building and service facilities of the future. His survey is the result of thirteen days of observation and investigation.

After summarizing Dayton's general library situation and giving a history of the present central building, he analyzes the shortcomings of the present structure. It was built in 1888 when the city population was about 50,000 and the book collection numbered approximately 25,000 volumes. In contrast, the 1944 Dayton figures show a population served of 271,769 and book collections totaling 430,206. Borrowers have grown from 7,049 in 1890 to 79,652 in 1944; circulation has increased from 88,325 to 1,070,000.

The author enumerates four major alterations and six additions to the central plant which have been made during its existence. As brought out in the report, massive masonry construction used in the original building has made it inflexible despite all efforts at logical expansion. It has strait-jacketed service so that there now is illogical separation of related work, duplication of service points, loss of branch library access to central collections, general confusion, and noise. The rambling structure makes it impossible to rectify the illogical sequence of book collections or to integrate the new and the old.

The author shows that all-important reference service is given by the Dayton staff only after overcoming great physical handicaps. With reference collections upstairs and public catalog downstairs; with duplicate encyclopedias, dictionaries, and indexes downstairs and reference librarians upstairs, confusion has multiplied, and theft and mutilation of books are a natural consequence. It is pointed out that present conditions are no fault of the fine staff, which, working valiantly, is doing an excellent job for the community despite the physical shackles retarding its efforts.

He concludes, however, that Dayton's taxpayers are throwing money out of the window day by day in continuing to house in a totally inadequate building a staff of high ideals and real ability and a priceless, live, intelligently gathered collection of the world's most useful print, when, with an efficient, modern building, all this investment could double its return in public benefits.

The survey goes on to point out that salary waste results from the preparatory departments, where, because of building layout, seven changes of level are involved in moving the books on their complicated production line from processing area to shelf and reader. It stresses the serious lack of facilities to serve children and

young people. The splendid librarians who have headed Dayton's library service not only have realized these drawbacks of the library building but for thirty-four years have pointed out continuously in detail what must be done.

Mr. Wheeler does not stop with an impersonal summary of the physical defects of the central library. He prescribes a cure by outlining the fundamental housing requirements of a modern public library and then applying them to Dayton's special situation. Besides discussing the need for a modern, departmentalized library, he enumerates six "musts" to be included in a new building for Dayton. Briefly stated, they are: (1) an adequate, attractive room for young people of high-school age, (2) a light, colorful children's room, (3) an art and music department, (4) a streamlined series of preparatory departments, (5) efficiently planned headquarters for the central library's work with its branches, the city schools, the book-trailer-truck service, and county extension, and (6) meeting-rooms for study and discussion groups.

Having outlined the specific features to be embodied in a new Dayton central library, the author then analyzes the advantages and disadvantages of six sites which have been considered for it. He recommends that the new building be located at the northeast corner of Third and St. Clair streets. This location is next to the present structure, but not centered in the park area as is the old building. Mr. Wheeler emphasizes the need for locating the library off-center on the site and directly next to the corner of the property so that it is readily accessible and directly visible from Third Street, one of Dayton's busy downtown thoroughfares.

Further, it is recommended that the museum be retained as a part of the main library and located on its third floor. Sound advice is given for the smooth co-ordination of library and museum services in one building—a relationship usually not recommended between modern libraries and museums. This section of the report concludes with a helpful analysis of costs and a plea for thorough economic study to keep the recommended expenditure to a maximum of two million dollars.

The last section of the survey deals with Dayton's current branch library situation. It includes statistics on library-owned branch buildings and sub-branches housed in schools. It recommends a long-range program of branch site acquisition, suggests inexpensive branch structures, and advocates the increase of sub-

branches. Establishment of stations and expansion of trailer-truck coverage in new areas are also urged.

The report concludes with a concise statement of all building recommendations and an enumeration of their costs.

Any public library executive or administrator will find it profitable to study this publication, for many of the problems of Dayton are those faced by other medium-sized and large library systems. The author is to be commended for the comprehensive survey he has made and for his unusual ability in combining impersonal criticism of physical building lacks with warm appreciation of staff efficiency in spite of those lacks.

RUSSELL J. SCHUNK

Minneapolis, Minnesota

Library Resources of the University of North Carolina: A Summary of Facilities for Study and Research. Edited by CHARLES E. RUSH. ("University of North Carolina Sesquicentennial Publications.") Chapel Hill: University of North Carolina Press, 1945. \$3.50.

Louis R. Wilson served as librarian of the University of North Carolina for more than thirty years (1901-32). When he recently assumed the position of director of the university's sesquicentennial publications, it became inevitable that at least one of the publications in this commemorative series should deal with the university library. Nothing could be more certain, or more appropriate. The resulting volume, ably edited by Charles E. Rush, the present director of libraries, bears many marks of Dr. Wilson's long interest in and service to university librarianship. It is a tribute to his success both as a builder of library collections and as a planner of library surveys.

The movement to describe and evaluate scholarly library resources has been going on now for more than a decade. As a result of this activity we have descriptions of collections at a number of universities—Chicago, Harvard, Georgia, Florida, Indiana, Mississippi, and Pennsylvania. Along with these efforts in the university field we have had a survey of the holdings of a great public reference library (the Reference Department of the New York Public

Library) and surveys of library resources in various regions (the South, the Pacific Northwest, and New York City). These surveys have varied considerably in scope and method. Through them we have gradually built up a body of knowledge about the problems involved in appraising scholarly collections.

This survey of the library resources of the University of North Carolina resembles the Chicago and Pennsylvania surveys in scope and is very similar to the latter in method. The purpose of the survey is to describe the library's resources for advanced study and research. It was undertaken not as an administrative device to reveal areas of strength and weakness in the collections but rather as an instrument of interpretation—a means of telling students, research workers, and librarians what materials the University of North Carolina has in various subject fields.

The scope of the survey is as broad as that of the library's collections. Part I contains a short history of the library by Dr. Wilson and a brief account of North Carolina ventures in library co-operation written by Director Rush. The following section describes outstanding special collections—North Caroliniana, the Southern Historical Collection (in reality the manuscript division of the library), and the Hanes Foundation, a special collection relating to the history of the book. Part III deals with reference and bibliographical materials. The library's resources in special fields are presented next in five major groups: "Biological and Related Sciences," "Fine Arts and Philosophy," "Language and Literature," "Physical Sciences," and "Social Sciences." A concluding section is devoted to an account of library extension services to the state.

Despite the fact that forty-three contributors—members of both the teaching and research faculty and the library staff—participated in the survey, there is an admirable uniformity in the descriptions of the library's holdings in various subject fields. This uniformity is achieved through the use of a pattern of description which includes the following elements: size, scope, and adequacy of the collection, areas of the general field which have been specially stressed, holdings of journals and society publications, important reference and bibliographical resources, notable holdings in major subdivisions of the general field, collections of supplementary materials (reprints, pamphlets, visual materials, etc.), and pertinent

holdings in related subjects. Illustrative titles are listed freely to indicate the scope and richness of the collections. Important gaps are also mentioned occasionally.

No new techniques of description or appraisal have been used in this survey. Each contributor simply presents his impression of the holdings in his field and lists titles which seem to him important and representative. A few contributors mention having checked their holdings against selected bibliographies, but this practice was not generally followed. The judgments expressed are the opinions of the surveyors, based on their examination of the collections and their experience in using them.

While the survey as a whole is carefully planned and well carried out, a few shortcomings are apparent. First, a number of chapters—those devoted to "English Language and Literature" and "Commerce and Economics," for example—are disproportionately long. Their excessive length may be explained, to some extent at least, by an unfortunate tendency on the part of the surveyors to include too much illustrative detail. Long lists may be highly suggestive, but their value becomes questionable when they include such titles as *"Unitz' Living Authors"*, Canby's *Classic Authors*, Mumford's *The Golden Day*, etc.—publications which any good library could be expected to own and which scarcely deserve special mention along with more valuable research materials. The occasional listing of local theses and dissertations also seems unnecessary.

At the other extreme, one or two sections ("Psychology," for example) appear short, perfunctory, and uncritical. Here a more detailed discussion of strength and weakness and perhaps additional illustrative titles would furnish the reader a clearer picture of the collections. An occasional critical judgment on the part of the surveyor gives confidence in his fairness and his perspective.

Another, and somewhat less obvious, defect lies in the inclination of a few of the contributors to view their subjects too narrowly. This tendency is most noticeable in cases where the subject field is represented by a departmental library. Accustomed to using such a library and to identifying library holdings with the administrative unit, a surveyor occasionally fails either to mention or to give proper emphasis to important supplementary materials which happen to be housed in some other building on the campus. The boundaries both of academic

departments and of departmental libraries are arbitrary. Scholars' interests inevitably cut across these boundaries in many directions. A realistic description of library holdings, therefore, should take account of all pertinent materials in the collections, regardless of their location. This objective is recognized by the planners of the North Carolina survey, but they are not completely successful in achieving it.

It has long been known that the University of North Carolina has a great scholarly library. This survey shows in detail wherein its greatness lies. The volume should be especially useful to students and to libraries in North Carolina and throughout the South. It deserves the attention of all librarians concerned with the problem of describing library resources. Administrators, too, will find it valuable for the light it throws on methods of building up scholarly collections. The establishment of satisfactory exchange relationships, for example, stands out clearly here as a major factor in the growth of the library's resources. In short, the university librarian will find in this volume some of the materials for a case study of the development of a good scholarly library.

ANDREW J. EATON

Louisiana State University Library

"Report of a Survey of the Library of the Young Men's Library Association of Augusta for the Board of Directors." By TOMMIE DORA BARKER. [Augusta, Ga., 1945. Pp. 47. (Mimeographed.)

The library operated by the Young Men's Library Association of Augusta was organized in 1848 but was made free to the public only in 1937. Stimulated by federal aid through the W.P.A. and later by state grants for rural adult library service, the library is now at the stage when it must be reorganized and additional financial resources found if it is to provide adequate library service for the citizens of Augusta and Richmond County. This survey of the present facilities of the library, with a definite program of action recommended for its future development, was made at the request of the board of directors of the almost one-hundred-year-old library.

As the director of a library training agency in the same state, and as former A.L.A. field

agent for the southeastern region, the surveyor has a sympathetic appreciation of the history and traditions of the Augusta library. She was familiar also with its limitations and with the ability of the community to support an adequate library program.

From the study of relevant data, such as the checking of book collections, borrowers, and use of the library, personal interviews and observation, and a poll of public opinion, it was easily apparent that the plant, personnel, program, and resources are utterly inadequate to furnish even minimum library service. Fortunately, there is considerable interest in the improvement of the facilities as evidenced by substantial private gifts, by small appropriations from both city and county, and by the efforts of the public-spirited board of the library.

Starting from this base line, and not failing to point out that the road ahead is a long one, Miss Barker sets up annual graduated budgets with specific items to be included each year, providing a series of steps by which a minimum program may be attained at the end of a five-year period. This, it is clearly pointed out, must be regarded as only a halfway stop toward the ultimate goal of adequate service to both races in the city and county.

This reviewer questions whether the old formula for the allocation of the library appropriation—55 per cent to library salaries, 25 per cent to books, bindery, and periodicals, and 20 per cent to operating expense, including the salaries of the building force—should be suggested to any beginning library today. Even in 1943, when statistics were last published by the American Library Association, the average allotment in the budget for library salaries in cities of a hundred thousand was nearer 60 per cent. It probably is higher in 1946.

To most cities in Augusta's population group (eighty thousand) whose libraries are far more advanced in their development, the proposed program may seem elementary. To the directors of the Augusta library it presents, at this point in the history of that library, a practical and encouraging plan within their reach. Other communities will find this detailed program suggestive in making plans to achieve attainable goals within a measurable period.

HELEN M. HARRIS

Lawson McGhee Library
Knoxville, Tennessee

La Biblioteca Nacional de Lima, 1943-1945. By JORGE BASADRE. ("Ediciones de la Biblioteca Nacional," No. 3.) Lima, 1945. Pp. 64.

This little book is an excellent survey of the reconstruction of the Biblioteca Nacional during the first two years under its new director, Jorge Basadre. Throughout the work are reflected the energy and the enthusiasm of the director and his staff; there is evident an *esprit de corps* which augurs well for the library and for the improved library service that will soon be available, for the first time, to a substantial number of Peruvians.

Dr. Basadre describes movingly his early associations with the Biblioteca Nacional during his student days, his deep sorrow over the burning of the library in May, 1943, and the steps which led to his appointment, at first somewhat contrary to his desires, as the new director. He felt then that the flames had destroyed something more than books, manuscripts, and bookcases; the new institution must strive to resemble not the former library but rather a modern library typical of a democratic country. The reconstruction, therefore, must be total: books, services, organization, personnel, and inspiration. At the outset he set forth an ambitious program of modernization, including service to the general public as well as to scholars, adoption of the latest practices in cataloging and classification, library service for children and for the blind, and a professional staff trained in modern library techniques.

But in June, 1943, the situation was indeed discouraging. As Dr. Basadre remarks, "I became a librarian without books, building, and almost without personnel. The post was offered to me when it meant inheriting only mud and ruins."

Energetic measures were taken to salvage books and manuscripts from the ruins. Fortunately, the climate of Lima is dry, so that the month's delay after the fire did not cause irreparable damage. Special machines were used to dry the works recovered, and the total number of works saved was rather surprising, considering the extent of the fire.

The dramatic catastrophe brought immediate aid, both foreign and domestic—chiefly books and money. Twenty-one pages of the report are given over to an enumeration of the gifts. Many books have been sent and are still on the way to the Biblioteca Nacional. Two years after the fire, in May, 1945, foreign dona-

tions alone had reached a total of 22,894 books. At the time of writing this book Dr. Basadre calculated that the library contained seventy thousand volumes, with more than thirty thousand to come from abroad. This surely is an amazing record for a period of only two years.

Dr. Basadre devotes considerable space to a discussion of the two sessions of the library school held under the auspices of the Biblioteca Nacional. The first school, held in 1944, was frankly experimental in nature, with the primary aim to train personnel for the new library. After weighing the results of this school, which lasted about six months, another was planned on a somewhat more restricted scale. Additional trained personnel was needed, since the fourteen graduates of the first school who took posts in the library could not long keep abreast of the work, especially the cataloging. The 1945 school also lasted six months, but it had only ten students as compared with thirty-six in the previous session. The ten students were selected from fifty applicants by rigorous oral and written tests; an unequivocal reading knowledge of English was demanded for admission. The instructional staff was recruited from the personnel of the Biblioteca Nacional, so that the chief of the catalog department taught the course on cataloging, the chief of the order department the course on the history of the book, and so on. Although certain of the teachers had had only six months' training in the first library school, they had done brilliant work at that time and, with their added experience in the library, were willing to try their hand at teaching. Dr. Basadre was evidently quite satisfied with the results; five new employees for the library were selected, and a pattern was established for a permanent school, beginning very modestly with the purpose of training a staff for the Biblioteca Nacional and gradually extending its scope to train librarians for public and other libraries in Peru.

The decision to restrict the number of students, so that the maximum of personal attention could be given to each and so that each could have sufficient books to work with, was a sound one. The difficulty in obtaining the services of foreign teachers made it advisable to organize a teaching staff of Peruvians, some of whom, it is hoped, may have the chance for more extended study of library techniques abroad. One member of the staff, Luis F. Málaga, has spent part of his year's study in the

United States in preparation for the teaching of a course in library administration in future sessions of the school. With such a sound method of procedure the future of the school appears assured.

There is an interesting account of the present organization of the library, especially the modifications which have been introduced to fit certain North American practices to Peruvian conditions. The story is told also of the several fortunate purchases which added rich collections of Peruviana and Latin-Americana to the library, notably the fine collection of the former president of Argentina, General Augustín P. Justo.

As part of its new service in bibliography the Biblioteca Nacional has inaugurated three publications, all of them of unusual value. First is the *Boletín de la Biblioteca Nacional*, which has listed the works saved from the fire, given news of the library's activities, and provided new lists of Peruvian newspapers and periodicals, among other bibliographies. In the *Anuario bibliográfico* are listed all Peruvian books, pamphlets, and serial publications received according to the law of copyright deposit. Finally, there have appeared two numbers of *Fénix*, which, it is claimed, is the only periodical in Hispanic America at present entirely devoted to the subject of library science and which will be read with interest in both Americas.

This book is the record of a determined struggle against many obstacles, chief among them being the lack of suitable quarters until the new building is completed. Dr. Basadre feels, however, that the most pressing need is that of providing full service to the public, and the program that he has suggested for establishing branches in the city of Lima, extending librarianship throughout the country, organizing interlibrary loans, co-operative cataloging, and printed catalog cards for Peruvian libraries, and providing bibliographies of Peruvian publications is certainly ambitious and praiseworthy. Dr. Basadre realizes fully the difficulties in starting such a program, but this summary of two years' accomplishment proves that there is an excellent prospect for many of the new enterprises, especially under such sound and intelligent directorship.

RAYMOND L. KILGOUR

*School of Library Science
University of Michigan*

Anuario bibliográfico peruano de 1943, preparado bajo la dirección de ALBERTO TAURO. ("Ediciones de la Biblioteca Nacional," No. 1.) Lima, 1945. Pp. 206.

Anuario bibliográfico peruano de 1944, preparado bajo la dirección de ALBERTO TAURO. ("Ediciones de la Biblioteca Nacional," No. 2.) Lima, 1945. Pp. 215.

An annual current record of books, pamphlets, and all other publications printed in Peru, as well as those of Peruvian authors printed abroad and those relating directly or indirectly to Peruvian culture printed outside of Peru, marks a most propitious beginning to a series of volumes of the "Ediciones de la Biblioteca Nacional" at Lima, Peru, under the able direction of Jorge Basadre.

In the plan for the restoration and reconstruction of the Biblioteca Nacional as decreed under the date of June 23, 1943, in the month following the disastrous fire, provision was made in the second article for the preparation and printing of an annual classified list of all publications issued in Peru. Despite the difficulty of beginning so late and under such difficulties the *Anuario* for 1943 (published at the beginning of 1945) includes in its main section a careful record of somewhat more than five hundred books, pamphlets, etc., including frequent descriptive and explanatory notes.

The main section of the *Anuario* for 1944 (published at the end of 1945) includes with the additions a total of 742 titles, the increase of 40 per cent marking possibly increased publishing as well as great activity of the administration of the Biblioteca Nacional in securing the widest possible deposit of materials printed in Peru.

A brief comparison of the titles included in the twenty-odd classes into which the main section of the *Anuario* is divided may give some index as to popular demand and taste in publishing in Peru.

For 1943 history ranks first with about seventy titles, literature next with about sixty titles, then legislation and legal studies about fifty, education, also about fifty, sociology and politics about forty, agriculture and cattle-raising about thirty, music about thirty, etc. For 1944 education ranks first with a hundred and thirty titles, history and literature next with eighty each, economics with about seventy, legislation and legal studies with about seventy also, sociology and politics with fifty-five, medi-

cine with fifty, agriculture and cattle-raising with about forty, music about thirty, etc.

The *Anuario* attempts completeness in registering the output of the press, including telephone directories, company reports, official publications, sheet music, maps, reprints, theses, etc., as well as commercial publications.

Securing a coverage of official publications would seem to present a problem of peculiar difficulty. There is no central government printing office. While several of the ministries have printing offices of their own, most of the agencies would seem to have their official publications produced through commercial printing firms, the distribution being handled individually by each agency. Apparently the number of Peruvian official publications is so considerable and the ramifications of the government so extensive that attention might well be given in some future year to having a separate section for the official publications arranged by agency.

About 10 per cent of the book and pamphlet titles as recorded in the *Anuario* for 1944 are printed outside Lima, the capital city of Peru. Not only other university towns of Arequipa, Cuzco, and Trujillo but such places as Cerro de Pasco and the remote center of Iquitos are represented. While the great bulk of the output is in Lima, the provinces are likely to participate gradually to an even greater extent in the output.

The second section of the *Anuario* includes newspapers and periodicals grouped by place, those of Lima and Callao being subarranged by topic.

During 1944, the record shows 591 newspapers and periodicals as being current, as compared with 516 during 1943. Apart from the fact that tendencies in the country might have been more favorable to the increase of these, there is the probability that the Biblioteca Nacional at Lima has been more energetic in securing deposit of all periodical publications.

The third section contains bibliographies of the principal Peruvian authors who died during the year. In 1943 there is a fourth section containing a chronological list of mentions of the Biblioteca Nacional in the press of Peru and of the Americas.

With a list for 1935, Jorge Basadre had begun to print regularly in the *Boletín bibliográfico publicado por la Biblioteca Central de la Universidad Mayor de San Marcos* an attempt at a complete classified record of the current

book, pamphlet, and other publications in Peru; and the experience thus gained and transferred to the Biblioteca Nacional enables Peru to make such an excellent record on beginning to publish the annual national bibliography in separate volume form. The *Anuario* for 1944 gives such evidence of increased effectiveness of the organization at the Biblioteca Nacional in producing promptly as complete a record as possible of the annual output of the press in Peru, having had the opportunity to begin getting under way. The *Anuario* for 1945 will be awaited with even more interest as an important contribution to the current national bibliographies in the other American republics.

JAMES B. CHILDS

Library of Congress

Buying List of Books for Small Libraries, 7th ed.

Compiled by MARION HORTON. Chicago: American Library Association, 1945. Pp. vi+134. \$2.25.

An ever present problem for the librarian of the small public library is the selection of books without adequate book-selection aids. That this book helps to fill such a need is indicated by the fact that it has gone through seven revisions. The list was first compiled in 1910 and planned only for small libraries in New York State. Later editions were reprinted by the American Library Association and distributed widely, the association eventually taking over the publication. Marion Horton became compiler with the fifth edition in 1935. The later editions have appeared at five-year intervals, this last one in 1945.

The list is intended to be used as a suggested buying list for a newly established library or branch, so that there will be a balanced collection of adult fiction, nonfiction, pamphlets, and children's books. Approximately eighteen hundred titles are included. A carefully prepared author, title, and subject index completes the book—in fact, there are thirty-three pages of index to ninety-nine pages of text.

The books included are for the general reader, not the specialist, and are books which have been popular in libraries. The list was evidently prepared for the most part in 1944, since only about a dozen 1945 books are included in the adult section. Thus the emphasis is on books published between 1939 and 1944. However,

the value of the list as a buying list is enhanced by the inclusion of a number of titles published prior to 1939 which are very useful in the public library. According to the compiler, all titles were in print in January, 1945.

The arrangement of the adult section is by Dewey number, the fiction alphabetically by author, and children's books by broad subject. In many instances where books are available in reprint edition, that fact is noted.

For each entry, the author's full name is given, followed by title, publisher, date of publication (except for reprinted fiction and for classics which have appeared in different editions), and price. Suggested Dewey numbers and numbers for ordering Library of Congress cards have been supplied. There are no suggested subject headings.

A strong feature is the excellence of the annotations for each entry. Whenever possible, there are indications of the type of reader for whom the book is intended, as well as the qualifications of the author. Where specialists have worked with the book that fact is noted; where description of contents has been needed, that too has been included—and all this with economy of words.

In any published list, it is a truism that it begins to go out of date as soon as it is prepared. On this basis the section on the useful arts, especially aeronautics, seems least helpful, since many of the books listed were published in 1941 or earlier. However, even in this instance, the subjects should be included in every library, and the librarian can make further search for more recent books from other sources.

The section on fiction contains a basic list of books which any library might well include. The variety of subject matter used as background is very broad—religion, war, pioneering, character study, family relationships, adventure, and history. No westerns or mystery stories are included. As usual, the annotations succinctly describe the contents. One particularly interesting feature is the inclusion of a number of recommended attractive editions of classic novels.

The section on children's books includes reference books, picture-books, and easy books as well as fiction and nonfiction for older children. Many standard titles, as well as recent ones, have been included.

An interesting and helpful feature is the inclusion of the addresses of societies, departments, and firms which have offered pamphlets

to libraries free or at small cost during 1945. This list is arranged according to subject, followed by the names of the institutions issuing the material.

The compiler has consistently kept in mind the problem of book selection, even to summarizing principles for book purchase which many librarians have found practical. The *Buying List* is an important book-selection aid for medium-sized public libraries and branches, and it is indispensable for the librarian of the small library.

HELEN L. WARNER

Willard Library
Battle Creek, Michigan

British Civilization and Institutions: A Book List. Compiled by the BRITISH COUNCIL. Chicago: American Library Association, 1946. Pp. 75. \$1.00.

This bibliography, the fourth edition of a work originally prepared in 1936, is edited by two English librarians, Lionel R. McColvin and J. Revie, and issued under the joint auspices of the British Council and the American Library Association. Within the compass of approximately eighteen hundred different titles, the compilers have aimed to produce a list useful to students of English language and literature and of British institutions, life, and customs. The breadth of scope of the bibliography offers a definite challenge to the selective ability of any bibliographer—a challenge which has been ably met within the defined intentions of the list.

The books are grouped into eight main divisions: British history; travel and description; aspects of English life; English language and literature; political and social institutions; commerce, industry, and agriculture; educational facilities; and the dominions and colonies. Each topic offers ample opportunity for a rather extensive bibliography, but the editors have managed to reduce the selection to an average of two hundred titles for each section. The chosen titles form two recognizable categories: first, basic reference tools which cover the field in a broad and general manner, such as Green's *A Short History of the English People*, *The Oxford Companion to Music*, Ollard's *Dictionary of English Church History*, *The Cambridge Bibliography of English Literature*, *The Oxford English Dictionary*, Adams' *A Consti-*

tutional History of England, Lipson's *An Economic History of England*, and Ward's *The Educational System of England and Wales*; and, second, a more varied and specific list of less authoritative but readable works, intended for "those making a first approach to the subject."

Within the first group there is little cause for disagreement, for the selection is essentially sound, and other titles which might be mentioned would be supplementary rather than complementary. The nature of the second group is such that the selection of titles would certainly vary with different compilers. This group also tends to characterize the bibliography as a reading list for the layman rather than as a study guide for the student, for it includes more than 80 per cent of the total number of titles, the majority of which are popular or "readable" works.

Part VIII, dealing with the dominions and colonies, is the weak section of the bibliography, for here we find a list of titles relating to Canada, South Africa, Australia, and New Zealand which is inadequate and incomplete as compared with the earlier treatment. If this section had followed the general pattern established in the preceding pages, it would have necessitated a bibliography almost as long again as the final work. The apparent intention of this section—to mention books descriptive of colonial and empire relationships—might have been accomplished more successfully had a few pertinent titles been included in the sections on history, economics, etc.

A similar criticism may be leveled at the section on education, for here again are isolated titles dealing with a particular aspect of colonial life—a procedure which was not followed in the preceding sections. However, these are minor points, and, while the inclusion of these sections adds little to the value of the work as a whole, it does not impair its merit as a selective reading guide.

The disastrous effects of the war upon the British book trade is evidenced by the fact that approximately 30 per cent of the titles mentioned are at present out of print. The editors have done what they can to overcome this handicap by indicating that the majority of the books are in the possession of the British Information Services Library in New York, from which they may be borrowed by application through libraries and British consular offices. For would-be purchasers they have given American or Canadian prices and publishers and also

British prices and publishers, where books are in print in Britain but not in America. An appendix provides instructions for ordering British books, together with a list of American representatives or British publishers.

JACK E. BROWN

Brown University Library

The Journal of Documentation: Devoted to the Recording, Organization, and Dissemination of Specialized Knowledge. Vol. I, No. 1 (June, 1945). Published quarterly by the Association of Special Libraries and Information Bureaux, London. Pp. 62. \$6.00 per year; free to members of Aslib.

A new and important addition to the general literature in the broad field of documentation is presented with the *Journal of Documentation*, under the sponsorship of the Association of Special Libraries and Information Bureaux, with Theodore Besterman as editor.

The topic of documentation, interpreted in the European sense, is very broad. The intended scope of the journal is shown in the "Introductory Note" of the first issue:

Anything in which knowledge is recorded is a document, and documentation is any process which serves to make a document available to the seeker after knowledge. This process will be the chief concern of the *Journal of documentation*. Librarianship and the organization of information services, bibliography and cataloguing, abstracting and indexing, classification and filing, photographic and mechanical methods of reproduction: all these things and many others are the channels of documentation which guide knowledge to the inquirer.

One may sometimes be troubled as to whether one journal can adequately cover so broad a range of topics and whether or not all of these fields may properly be treated as one distinct discipline. On the other hand, it is of very great importance to recognize that there is a unity of purpose and sometimes of method in these various subjects. We are often inclined to forget that they are only means to an end and not ends in themselves. Possibly the new *Journal*, in covering so great a field, will thus serve as a constant reminder of the common purpose of guiding the inquirer to knowledge,—to modify the phrase in the "Introductory Note."

Since it is obvious that the *Journal of Docu-*

mentation, as defined above, could treat virtually any subject in relation to the use of written records, a clearer insight into the scope of the *Journal* may be secured by mentioning the contents of the first three issues. The first issue contains the following papers: R. S. Hutton, "The Origin and History of Aslib"; Rudolf Hirsch, "The Philadelphia Bibliographical Center"; N. W. Pirie, "Draft Plan for the Publication of Scientific Papers"; Lucia Moholy, "A Few Remarks on Documentary Reproduction in General and Microfilm in Particular"; O. E. Deutsch, "Plea for a British Union Catalogue of Old Printed Music"; Theodore Besterman, "A Bibliography of the Bulletin of the Academy of Sciences of the U.S.S.R."; and a composite review by Theodore Besterman, Lucia Moholy, and L. A. Sayce of Fremont Rider's *The Scholar and the Future of the Research Library*.

The second issue starts with an article by W. O. Hassall, "Special Collections in England of Use for Italian Studies," followed by Harry Miller Lydenberg, "The Library Rehabilitation Programme of the American Library Association"; Dorothy J. Comins, "The Joint Committee on Books for Devastated Libraries"; Maria Danilewicz, "The Post-war Problems of Continental Libraries"; the French prospectus, "Les Cours techniques de documentation"; Fremont Rider, "The Organization of Microcard Production"; Alec Craig, "Outline of a Baudelaire Bibliography"; and a number of reviews of books of a miscellaneous character.

The third issue for 1945, entitled the "French Number," begins with an article by Susanne Briet, "La Documentation en France, 1940-5" and is followed by Madeleine Chabrier, "La Bibliothèque Nationale, 1940-4"; "Choix de bibliographies publiées en France, 1939-44"; Alfred R. Stock, "A Survey of the Present State of Engineering Bibliography"; Sidney H. Haughton, "The Preservation of Records by Micro-photography in the United States of America." The main articles are then followed by letters by Fremont Rider and Edward Carter, commenting on previous articles; a series of book reviews; and, finally, a rather elaborate guide to the contents of certain professional periodicals, largely from the United States during portions of the war years.

It is fairly evident that the nature of the contributions to the new *Journal* is characterized by a rather great lack of uniformity in type and scope. Some of them are short and relatively unimportant, while others are major survey

articles. For example, the two articles on "La Documentation en France, 1940-5," and "La Bibliothèque Nationale, 1940-4," present a very interesting and authoritative picture of documentation and library activities during the difficult period of the occupation. On the other hand, the article by Sidney H. Haughton, on "The Preservation of Records by Microphotography in the United States of America" is not at all adequate in relation to the ambitious title of the paper.

The section of "Notes on Periodicals" presents a chronological, title, and author guide to some of the more important articles appearing in a few selected journals during some of the war years. Inasmuch as there is no subject analysis, the usefulness of this material, even to the librarian who has not had access to the original, for whom it is presumably intended, might be subject to some question. The *Journal* implies that the form of this presentation will be improved.

The *Journal* will take its place beside a number of comparable publications that have originated in the past, particularly from the International Federation for Documentation. It may fill to some extent the gap that has been left by the suspension in this country of the *Journal of Documentary Reproduction*.

The *Journal* must be careful, however, to avoid the pitfalls of becoming simply another typical library journal or, perhaps worse, a mélange of miscellaneous information in the broad fields of documentation having no great coherence. There is a middle road, and one may hope that the members of Aslib will find it if they have not already done so.

HERMAN H. FUSSLER

University of Chicago Library

Magazines for School Libraries. By LAURA KATHERINE MARTIN. New York: H. W. Wilson Co., 1946. Pp. 206. \$1.90.

Wider scope, greater emphasis on social problems, and a discerning awareness of new trends in periodical publishing characterize this new edition of Laura Martin's book on magazines for school libraries. Like its predecessor, *Magazines for High Schools*, the use of this new volume will far outstrip the limitations of its title. A guide for those working with children

and young people, it should be useful also for those working with adults.

Elementary and children's librarians will welcome the addition of a new section, "Magazines for Elementary Schools," which includes a discussion of the comic in current children's literature and the need and criteria for better children's periodicals, as well as giving individual appraisals of existing publications in this field. Included, too, are two contemporary studies of elementary magazines, both of which point up the disparity between the ratings given magazines by librarians and those by children. The one rated highest by librarians, *Story Parade*, was found least popular among the children in one school, perhaps because, the author suggests, it emphasizes "what the adult loves in childhood rather than what attracts the child himself."

One solution proposed for combatting Superman and his highly questionable educational influence is to evolve a method of financing a good children's periodical. "What this country needs," paraphrases Miss Martin, "is a good ten cent children's magazine."

The magazine needs for secondary schools are ably analyzed in the second part of the book, with charts and critical comments of nearly three hundred magazines in over twenty fields of interest ranging from "Agriculture" and "Pets" to "The World Today." In place of some former rather vague headings this revised and enlarged edition includes such new ones as "Book Reviews and Creative Writing," "Family Life," "School and Club Activities," and "Social Problems," including "Minority Groups." Within these headings the author not only gives discriminating comparisons of the periodicals available in the various fields but also discusses their appeal and psychological effect on student interests and needs.

For example, she points out that among young children the nature-study magazine may have a mission in correcting the distorted impressions sometimes left by a beautiful but undifferentiating picture-book. Again, in the introduction to the section on beauty and fashion aids, she comments that the high-school girl's absorption in these is so fundamental that it is folly to ignore or depreciate it. Yet she warns against an oversupply in this group and implies that the occasional superficiality ought to be pointed out to the student. The example given is a full-page picture in *Vogue* of a woman in a white mink coat with the caption, "The as-

tonishing things to come in the post-war world." "Surely," concludes the author, "educators will wish students to think of the postwar world as containing innovations more significant than in the production of more white mink coats." Such pertinent observations provide a lively reading interest one might not expect to find in a reference tool.

The needed technical information about individual magazines is again depicted in charts at the beginning of each classification, including such features as reading level, price, date of establishment, circulation, rating of paper and print, and the publishing address and price. It would have been helpful if these last items could have been included in the individual evaluations which follow the group discussions.

This alphabetical list of individual appraisals of a hundred magazines, sixty-one of which appeared in the previous edition's recommended list, will probably be the most used section in the book. Students, teachers, and general readers, as well as librarians, will find this a helpful list to consult for a brief summary of a magazine, usually giving the purpose, editorial policy, important contributors, and staff, special features, and physical makeup. The varied history and shifting policy of many magazines are interestingly told in unbiased reporting. The controversy waged over the world's most popular digest is included, as well as the success story of its amazing growth. It is interesting to note when the *American Magazine* stopped housing "Horatio Alger" and when the *Saturday Evening Post* for a brief spell "had not only its face but its feelings lifted." Much useful information not readily available elsewhere is brought out, for, as the author explains, space is given in proportion not to the importance of the magazine but rather to what is not generally known about it.

In this new edition the entire critical commentary seems keener, and the list of hundred titles is stronger. As the author observes, no group of librarians would agree on the same list of indispensable titles. Some would insist that the *Congressional Digest*, the *New York Times Magazine*, and the *Saturday Review of Literature* should be in the first hundred titles for high schools. However, most will welcome such useful additions as *Current Biography*, *Building America*, *Inter-American Monthly*, *Vital Speeches*, and *Vocational Trends*.

Teachers will find useful the Tennessee list given in the appendix of current events and

foreign magazine leaflets designed for classroom use. Other new appendixes contain a topical bibliography on magazines and two research studies on aviation and homemaking magazines, both employing the questionnaire technique. The first, with its findings omitted, appears less significant than the second, which reveals several interesting factors about the role of magazines in homemaking education. The tabulations emphasize the fact that "no brief list of periodicals will satisfy the needs of a successful homemaking program even in a small school." One shares with the author the hope that the citing of these studies in detail may suggest similar undertakings to other librarians.

Four actual magazine units used in schools are repeated from the former edition. These should be useful to teachers presenting similar material. However, one questions the wisdom of one suggestion given—that of sending scores of student inquiries to busy editors.

The limitations of Miss Martin's book are few. One wishes that she had included selected lists of pamphlet series and professional magazines to bring all needed subscription materials together. Although sources for educational periodicals are mentioned, they are ones seldom available in the small library. The modern school librarian considers a subscription to *Headline Books*, the "Public Affairs Pamphlets," and the "Town Meeting" or "University of Chicago Round Table" series at the same time as *Asia*, *Survey Graphic*, or *Newsweek*. It would be convenient to have information about them in one place.

Not all school librarians would agree with Miss Martin's emphasis on single issues of periodicals as a substitute for yearly subscriptions. Nor would many with active programs in current problems find a six-month file of back-number magazines adequate. Instead, they would set their goals for enlarged quarters for two years' storage. If magazines are important for reference work, money and space must be found for them. More stress could have been laid on the fact that, where funds are limited, good budgeting might substitute magazines for books in some fields. Back files of *Building America* are a better school investment than shelves of mediocre civics texts. As Frances Henne states in the Preface of this volume, "there is no intrinsic factor which makes the reading of any book of superior value to reading a magazine." The school librarian of the future

will be intent upon finding materials that will suit the needs of her students whether they come in film, recording, book, or magazine.

In a nation of magazine readers the study of periodicals is important not only for tomorrow's citizens, to whom this work is directed, but for adult groups as well. In *Magazines for School Libraries* the school librarian and the public librarian will find real assistance in making their yearly selections; the teacher will find it an invaluable source of information for work on magazine units; and the general reader, student or adult, will find it a reliable guide through the maze of periodical publication. Her colleagues are indebted to the author for this indispensable reference tool that her enthusiasm, hard labor, and sound judgment made possible. In a vital area of communication Miss Martin has made a significant contribution.

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Börsenblatt für den deutschen Buchhandel, Vol. CXIII (new ser., Vol. II), No. 1 (January, 1946). Wiesbaden: Geschäftsstelle des Börsenblatts für den deutschen Buchhandel, 1946.

The movement to establish an official organ which would serve all German book-dealers began in the twenties of the last century. However, it did not take concrete shape before January 3, 1834. On this date the first issue of the *Börsenblatt für den deutschen Buchhandel und für die mit ihm verwandten Geschäftszweige*¹ was published. During the first year of publication the Leipzig branch of the Börsenverein (Association of German Book-Dealers) owned and edited the periodical. In 1835 the Leipzig branch transferred the ownership of the periodical to the Börsenverein but retained the editorial supervision. Ten years later the national significance of the *Börsenblatt* was further emphasized by the relinquishment of editorial control to the central Börsenvereins-Vorstand.

The outlines of an editorial policy to which the periodical adhered through the years are already manifest in the issue of January 3, 1834. The publishers state that the *Börsenblatt* will

include the official announcements of the Börsenverein, laws affecting the book trade, helpful notes on the management of the book business, articles or brief items from related fields such as printing, binding, and the manufacture of paper, articles on the history of the trade and on interesting developments abroad, and a column of personal and miscellaneous notes. The program proposed in the first issue further envisages listing of new publications and of books for sale or exchange.

With little interruption, the volume of printed matter in the *Börsenblatt* continued to increase. Volume I consisted of 552 full pages (1,088 half-pages of text and 8 full pages of index); in 1913 it numbered 14,116 pages; and in 1925, when Germany's book production was at a peak, the number of pages covered was 20,492.

The frequency of publication likewise followed an upward trend. Until 1837 it appeared weekly. From then until July 2, 1852, it was published twice a week. It then was issued three times a week until January 2, 1867, when it became a daily, excepting Sundays and holidays. The format was adapted to the need for more space. In 1834 the size of the publication was 25×21 cm.; in 1844 it was changed to 27×21 cm.; and from 1912 on the size has been 32×23.5 cm.²

After over a hundred years of practically uninterrupted growth, the *Börsenblatt* succumbed with the defeat of Germany, only to be revived under the authority of the American Military Government.³ The new series is published in Wiesbaden. The former place of publication, Leipzig, lies in the Russian zone of occupation.

¹ Additional details on the development of the *Börsenblatt* may be found in the following articles: "Zur Entstehungs- und Entwicklungsgeschichte des Börsenblattes," *Börsenblatt für den deutschen Buchhandel*, January 2, 1909, pp. 7-13, and January 4, 1909, pp. 80-84; and "Das Börsenblatt 1834-1934: Entstehungsgeschichte," *Börsenblatt für den deutschen Buchhandel*, January 2, 1933, pp. 11-24. Also of interest are the reminiscences of F. J. Frommann in his *Geschichte des Börsen-Vereins der deutschen Buchhändler* (Leipzig: Verlag des Börsenvereins der deutschen Buchhändler, 1875), pp. 104-7.

² The original series was published until at least March 17, 1945; the last issue in the Library of Congress file is Vol. CXII, No. 8 (March 17, 1945). The next issue in the Library of Congress file is Vol. CXII, "Wiesbadener Ausgabe," No. 1 (October 6, 1945). It is followed by Vol. CXIII (new ser., Vol. II), No. 1 (January 1, 1946).

¹ In 1860 the words "mit ihm" were dropped, and in 1902 the words "für die verwandten Geschäftszweige" were omitted.

There are three issues of Volume II of the new series available for the present examination—Nos. 1, 3, and 4 (January 1, February 1, and February 15, 1946). The new series reveals the trend of the times. Numbers 1 and 3 consist of eight full pages and No. 4 of twelve. The pages are divided into double columns. The publication appears bi-weekly and serves primarily the American zone of occupation.

Every page makes one aware of the problems which the publisher and the book-dealer have to face in the Germany of today. Conditions have changed so radically that a complete reorientation becomes necessary. Dr. Georg Kurt Schauer, the editor of the new series, submits a plan of action in his article entitled: "Was wir brauchen" (No. 1, pp. 1-2). Since he is recognized as a spokesman for the book trade in the American zone, it may be of interest to present here an outline of his plan. He begins with a note of hope: "The wells seem to be dry, but we already sense the stirrings under the ground trod by the war and the fountains are ready to give forth the waters they will bear." Dr. Schauer predicts that there will be many manuscripts but that lack of paper will prevent most of them from ever being published. A selective process must be applied in order that the most desirable manuscripts may be printed. Since directing and influencing production would be reminiscent of the Nazi regime, he would make the writers themselves responsible for an appropriate selection. He considers it of prime importance that books reach the publishing houses that (1) stress a sense of community in one's own country and with people in other countries; (2) strengthen the religious experience; (3) appraise the cultural and intellectual life of the various nations; and (4) aid in achieving material reconstruction. Whatever the subject of the writings, Dr. Schauer expects that they should contribute to leading the people out of their present condition of helplessness, despair, and poverty.

Under normal conditions Dr. Schauer would leave it completely to the public to judge the value of the published works; but he believes that the reading public is unable to do this job now since their critical capacities have been dulled in the preceding decade. He feels, moreover, that the readers would accept any kind of book on account of the scarcity of reading matter—even books they would reject if they had an unlimited choice. This situation places the reviewers in an extremely responsible position.

Dr. Schauer calls on them to be incorruptible and to be guided solely by their convictions. He considers it extremely important that publishers co-operate. Otherwise, publications covering the same or closely related topics might be issued while other fields of equal significance for the reconstruction and for the satisfaction of the readers' needs might remain untouched.

In keeping with the program of reconstruction, considerable space in the periodical is given to news relating to the endeavor of rebuilding the book-trade associations. Since the new *Börsenblatt* is published in the American zone of occupation, reports from organizations in this zone are more detailed than those from the other zones. On the whole, the problems of the associations are the same in all zones. To be able to function the associations have to meet the requirements set up by the various occupying powers. They are concerned with such matters as training of their members, admission policies, the place of the rental library within the framework of the professional book-dealer associations, and the currently pressing need of paper. Above all, they aim to interpret the regulations of the various occupying powers to their members and, conversely, to bring to the attention of the occupying powers the problems with which the members of the book-trade associations are faced.

A section of the periodical is devoted to news from the world of books ("Nachrichten aus der Buchwelt"). Otto Doderer, who edits this section, gathers from all over the world news which may be of interest to the members of the book trade. News items concern, among other things, the establishment of book clubs, outstanding reviews and articles, activities of cultural associations, and opinions on German writers within Germany and abroad, including those who left Germany after Hitler assumed power.

The new *Börsenblatt* reserves a prominent place for notices relating to the progress of publishing within the American zone, for announcements of books that are obtainable for translation under specified conditions, and for official listings of firms that have been approved by the occupying authorities.

The classified advertisement section probably reveals more of current conditions in the book trade than does any other part of the periodical. Dealers advertise that they have resumed their work and express hope that publishers will allot

materials to them. Many of the dealers desire special consideration because their businesses have suffered heavily during the war. For instance, the Buchhandlung Korn und Berg request this consideration because their premises were twice totally destroyed. A similar plea to the publishers is made by Wilh. Tümmers, K.G., Bach- und Kunsthandlung, which state that their Essen building was twice destroyed and that they are now located in Gelsenkirchen-Buer (No. 3, p. 26).

The classified section lists some offers of employment and numerous notices of positions wanted. In Hitler days an applicant assured the prospective employer that he was a member of the party, "Pg" (Parteigenosse). Today an applicant notes—if he can—that he never was a member of the party, "k. Pg" (kein Parteigenosse).

It is difficult to predict the future of the *Börsenblatt*. It is likely to reach all Germany again if a unified administration should be set up. In so extending its scope, it would follow deeply rooted tendencies⁴ which, according to numerous reports, continue to permeate German thinking.

In any case, the occupying powers face a task of extreme responsibility. It is up to them to license publishers and dealers who have freed themselves from the Nazi ideology⁵ and who believe in the democratic way of life. The occupying powers must select as spokesmen of the group men and women who not only believe in democracy but who are also able to develop a plan of action and to fight for its realization. The *Börsenblatt* of the future will reveal whether the occupying powers have been successful in attaining this goal.

Fritz Veit

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⁴ See the editorial of A. v. Binzer in the *Börsenblatt für den deutschen Buchhandel*, January 2, 1935, pp. 9-12.

⁵ In this connection it may be recalled that the book-dealer association placed itself fervently and unreservedly at the disposal of the Nazi regime. See, for instance, the words of welcome extended to Reichsminister Goebbels in the special May issue for 1933, "Kantate-Nummer 1933"; or the issue of November 9, 1933, in which the members of the association were told that they whose task was the sowing of seeds of the new era should be most happy to identify themselves completely with the Nazi state (p. 847).

Hollywood Quarterly, Vol. I, No. 1 (October, 1945). Published under the joint sponsorship of the University of California and the Hollywood Writers Mobilization. Berkeley: University of California Press, 1945. Pp. vi+129. \$4.00 per year; single copies \$1.25.

There could be no better guide to the progress that motion pictures and radio have made during the last few years than the *Hollywood Quarterly*, the second issue of which upholds the high standard of writing and thought established by the first. The magazine is unlike any other film publication; it is not a news or a business journal; not a personality service; not "arty." It assumes familiarity with outstanding current films and so is not bolstered by picture props; words do the work. It is—generally speaking—technical and exploratory and addressed to the mature mind. And yet it is eminently readable, broadminded, informing, inquiring, critical, and steadily devoted to its announced purpose.

That purpose an introductory article defines as to seek an answer to the question: "What part will the motion picture and the radio play in the consolidation of the victory, in the creation of new patterns of world culture and understanding?" *Hollywood Quarterly* aims to discover this answer by first establishing "a basis for the evaluation of economic, social, aesthetic, educational and technological trends."

The first issue presents a number of introductory articles "for the record" that will have special interest for tillers of the same fields; for example, articles on "The Hollywood War Film"; "The Columbia Office of Radio Research"; "Television and Motion-Picture Processes." But at once the issue sets the standard for critical writing (high above our daily or weekly nourishment) in Dudley Nichols' "Men in Battle"—a review of *The Story of G.I. Joe*, *Counterattack*, and *A Bell for Adano*. To this is added the evocative piece by Ben Maddow on "Eisenstein and the Historical Film" that searches out the Russian artist's reason—and his method—for presenting to a modern Russian audience an unhistoric version of Ivan the Terrible.

Two articles in the radio section attract attention by the space allotted to them, indicating the importance attached to their subjects today. The first of these, William Matthews' "Radio Plays as Literature," has the marked advantage of being a clear, unafraid, reasoned

record of the author's opinions about leading radio dramatists—opinions with which, it may be hoped, many people will disagree. The second is Gail Kubik's overlong, repetitive, and defensive piece on "The Composer's Place in Radio." It is Mr. Kubik's main contention that few talented composers turn to radio because they are contemptuous of the mass audience and in awe of the advertising agent. It has probably never dawned upon Mr. Kubik, as it did upon men with deeper knowledge and wider vision like Leopold Stokowski and Carlos Chavey, that in creating music for radio your first approach should not be through the agency, not even through the microphone to the mass audience, but, in all humility, through a mastery of the new instruments and combinations; the new usable ranges of sound vibrations, the whole new world of sound mechanics and aesthetics which radio has opened up to the creative artist. It is no easy task to make worthy functional music for the modern radio.

Irving Pichel contributes worth-while articles to both first and second issues of the *Quarterly*: "Seeing with the Camera" and "Creativeness Cannot Be Diffused." A provocative radio script by Abraham Polonsky—"The Case of David Smith"—is supplemented by an analytical commentary and director's notes. There is a useful discussion of "The Author's Moral Rights in Film and Radio" by Morris Cohn.

And, finally, as if to stake out the field of postwar service for the arts, especially for the film and more especially for the documentary, there is a truly wise and inspiring article by John Grierson on "Postwar Patterns."

EDITH J. R. ISAACS

Theater Arts Monthly
New York City

What . . . Where . . . Why . . . Do People Read? Highlights of a Survey Made for the American Library Association and 17 Co-operating City Libraries. Issued by the NATIONAL OPINION RESEARCH CENTER. ("Reports," No. 28.) Denver: National Opinion Research Center, 1946. Pp.32. \$0.50.

This report of a public opinion survey conducted in seventeen cities is a thumbnail sketch of how a cross-section of the American people use the public library and what they

think about the library and its services. The objective of the survey was "to study the functioning of the public library as a personal service organization and as a civic institution." The study was sponsored by the American Library Association and was conducted by the National Opinion Research Center through the co-operation of the public libraries in Atlanta, Baltimore, Buffalo, Chicago, Detroit, Hartford (Connecticut), Houston, Kansas City (Missouri), Louisville, Milwaukee, Newark, Philadelphia, Pittsburgh, Portland (Oregon), St. Louis, San Francisco, and Seattle.

In accordance with established techniques for opinion polls, interviewers questioned a small but scientifically selected cross-section of the adult population in each of the above cities. In all, 2,114 people were interviewed. The report states that this number, correctly selected, is sufficient to be statistically reliable within 3.5 per cent in 997 surveys out of 1,000.

The findings of the survey are summarized for all seventeen cities (no results for individual cities are included) under the following headings: (1) What are people's reading interests and habits? (2) How much do adults use the public library? (3) How much do people know about their public library? (4) How could public libraries be improved? (5) The library and the community.

In exploring reading interests and habits the interviewers asked such questions as: "What is one of your favorite ways of spending your spare time?" "In an average week, about how much time do you usually spend reading newspapers and magazines? Reading books?" "Which do you read most often . . . Fiction, such as novels or short stories . . . or Non-fiction, such as articles or books that deal with facts?" The answers, when tabulated, indicate that 41 per cent of the people interviewed consider reading one of their favorite spare-time activities but that newspapers and periodicals are more popular than books as reading material. Fifty-six per cent said that they spent at least seven hours a week reading newspapers and magazines, while only 22 per cent spent as much time reading books. Educational, economic, and occupational levels are factors in reading interest. A larger proportion of those in the higher levels preferred reading as a spare-time occupation. While newspapers and periodicals are equally popular as reading materials among adults of all educational levels, more than three times as many readers of books are

found among those with a college background as among those who have never gone beyond grade school. Of the adult public as a whole, more people said they preferred nonfiction (this included newspaper and periodical articles) to fiction, but among users of the public library fiction was more popular.

In answer to questions about the use of the public library, almost one-third of the public said they bought most of the books they read, while over one-fourth borrowed their books from libraries. Five per cent of the library users got books from rental libraries. About one-third of those interviewed had visited a public library within the last year, and the majority used branch libraries in preference to the main library. The major reasons given for not using the public library were lack of time, lack of interest, inconvenient library location, and other sources of reading material.

The survey shows that among the adult population there is a marked lack of information about public libraries and their services. Three people out of five do not know that public libraries offer any services other than the lending of books. Only two in five know that some types of information can be secured by telephoning the library. Next to circulation service, the public is most familiar with reference resources. In response to the question "Do you know where the public library in this city gets its money?" 45 per cent of those interviewed said they did not know and an additional 22 per cent were uncertain. Almost two-thirds have no idea whether or not the library needs more money.

Only a few (17 per cent) offered any suggestions for changing or improving library services. Of these, one-third suggested improvements in the book collection, particularly more copies of popular books. Others would like more and better branches and improvements in routines, organization, buildings, and equipment. More than three-fourths of those interviewed had never heard about the public library over the radio or read about it in the newspapers. Sixty-one per cent said it would make little difference to them personally if there were no public libraries in the city, but 94 per cent consider the library a valuable civic institution.

The information garnered from the survey is extremely general in nature and will not for the most part be news to practicing librarians. Similar surveys have been made in individual libraries. The significance of the N.O.R.C. report lies in the fact that it is the first opinion

poll on public libraries to be made on a national scale. In this respect the published report might have been of greater interest had variations in the findings in the seventeen cities been included without naming individual cities (to name individual cities would have violated the agreement made with the participating libraries). The results of the survey are not specific enough to chart a course of action for the public library, but they do highlight certain needs and possibilities. More and better publicity is definitely indicated, and the public library can aim at interesting in library services the two-fifths of the adult population who say that reading is their favorite spare-time occupation.

GERTRUDE E. GSCHIEDLE

Chicago Public Library

The Art of Plain Talk. By RUDOLF FLESCH.
New York: Harper & Bros., 1946. Pp. xiii + 210. \$2.50.

Readability as a criterion of the printed word has had increased attention in parallel with increased knowledge of the levels of human intelligence. The investigations of Terman and his successors have revealed that most of the printed word is inaccessible to an overwhelming preponderance of the population. Dr. Flesch's plea for a translation of much valuable printed matter into language understandable to the literate but intelligence-limited masses will impress librarians.

Teachers of boys and girls, too, will see herein a body of sound practice for their task of extending actual as contrasted with theoretical literacy. Heretofore such help has come to teachers almost solely from diagnostic studies. The current contribution is at once more practical and more extensive. The application of the rules of readability to the composition of governmental orders, too, offers opportunity for clarity. Even the language of diplomacy and international organization may thereby be improved to the level of understandability to the citizenry. Long ago the Chinese simplified their language. They eliminated meaningless words and perfected a word order which placed the subject first followed by predicate and then by object. The art of understandable talk proposes to utilize the practice of the Chinese. Thus sentences will become simple, concrete, and interesting.

The grammar and spelling of the English language hardened in 1600. Thereafter its prose style continued to change and is still changing. Meanwhile, this style becomes progressively less formal. Too, it has become less readable because modern writers condense as well as utilize difficult words. This emphasis upon difficult and condensed words has increased the difficulty of the reader. Simultaneously, these five-dollar words, the increased tempo of composition, and the age-old rules of grammar have complicated the task of the writer. Plain talk would alleviate this difficulty by pauses, repetitions, filler words to cushion the important words, and a suitable spacing of ideas in the sentences.

Scientifically valid data exist for the evaluation of the relative difficulty of sentences. Sentence-length is one criterion used. The range of six standards is from "very easy" for sentences with only eight words through "very difficult" for those with twenty-nine or more. This and the other measuring sticks will enable a writer to gauge the readability of his sentences for all kinds of readers. It becomes possible, then, to write or edit contributions designed for all levels of readers, whether of pulp magazines, *Liberty*, or literary journals like the *Atlantic* or *Harper's*.

The rules for avoidance of far-fetched, abstract, long, Romance, and loquacious words, sound rather familiar. The emphasis upon the avoidance of affixes, however, is impressive. Here again scientific validation clinches the argument. The range of affixes per hundred words extends from very easy (twenty-two affixes per hundred words) to very difficult (fifty-four affixes per hundred words). The admonition to avoid the use of Roget is somewhat revolutionary. Its use is denominated a barrier to plain English. The combination of few affixes and short sentences with personal or human references, Dr. Flesch thinks, makes for simple language. "Active, kicking verbs," used wisely, make for good writing. Substitution of passives and infinitives in the absence of verbs accounts for much flatness and lack of color in contemporary nonfiction. The dictum "use verbs" becomes a mandate to make all possible words into active working verbs.

Empty words—the useless gadgets of the language inclusive of compound prepositions and complex connectives—are mere stuffing. They clutter up the printed page and often subtract from meaning rather than add to it.

Punctuation is all-important in making print

easier to read. Colons and semicolons make it possible for printed words to imitate spoken language. Figures formerly used only in outlines are now becoming proper punctuation marks.

Numerous grammatical superstitions, such as that of the terminal preposition and the split infinitive, persist to plague the writer of plain meanings. These prohibitions are the grammarians' protest against the free and untrammelled evolution of the language. Wherever these linguistic mechanics possess superiority for communication they will survive.

Many textbooks are uninteresting or even unreadable. They deal with subjects of considerable interest but not in an interesting manner. They were written for teachers and not for students. An alleged example of the well-written textbook is Dale Carnegie's *How To Win Friends and Influence People*. All Dr. Flesch's criteria for an excellent textbook are incorporated in it. Special attributes of the book include the stressing of important points, directions as to study, repetition, and free use of anecdotes.

The final chapter, "The Future of Plain Talk," forecasts the ultimate adoption of English as the official language of the world. An understandable colloquial language promises to be a prerequisite for future international peace. With its use international disputes may be settled by peaceful and democratic methods.

REX M. POTTER

Public Library
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The Appraisal of Current Practices in Reading.
Compiled and edited by WILLIAM S. GRAY.
("Supplementary Educational Monographs," No. 61; "Proceedings of the Annual Conference on Reading Held at the University of Chicago," Vol. VII.) Chicago: University of Chicago Press, 1945. Pp. vii+255. \$2.00.

This timely and useful volume is the seventh in a series outstanding for its contribution to the broad field of reading. It is a "reader's digest" of the 1945 Annual Conference on Reading held at the University of Chicago under the direction of William S. Gray. Professor Gray has done a superb job of planning and editing. He has invited speakers with wide experience in the use of

reading methods on different age levels, representing both theoretical and practical aspects of the subject. He has arranged the papers in a coherent, unified, logical organization.

No other publication in the field of the improvement of reading makes as important a contribution as do these annual proceedings of the Chicago Conference on Reading. Each year attention is focused on some major aspect of the problem. This theme is then developed from the standpoint of theory and from the standpoint of concrete procedures that have been tried out in schools. Consistently each topic is considered with reference to three educational levels—the primary grades, the middle and upper grades, and high schools and junior colleges. Thus the growth of reading ability and interests, which continues throughout the life span, is described and promoted.

The 1945 volume, *The Appraisal of Current Practices in Reading*, follows the general pattern of the series. In the introductory chapter, Professor Gray states the aims as follows: "to stimulate critical thinking concerning current practices in reading, to set up criteria of appraisal, and to point out needed changes in order to improve the breadth and quality of reading programs and the reading efficiency of pupils" (p. 12). Throughout the book a broad type of appraisal is presented. Not only measurement of speed and accuracy of reading, but also an appraisal of good choice of reading material, self-reliance in one's personal reading program, critical thinking and recognition of propaganda—"the hook in the bait"—and the use of reading "as an integral part of satisfying living" are considered.

The criteria of appraisal discussed and illustrated may be summarized under the following headings:

1. *Appraisal of the reading program*

Does it implement worth-while social and personal objectives?

Is it functional?

Is it geared into the entire school program and particularly interrelated with the other language arts?

Is it in tune, at every stage, with child and adolescent development?

Is it individualized—meeting the varied needs of the gifted and the retarded as well as the average—through grouping within a class or other means?

Is reading continuous and co-ordinated through the successive educational levels?

Are success, growth, and progress emphasized?

Is there a broad, periodic evaluation of the program with reference to clearly defined goals?

Are the personnel employed well trained, and do specialists in reading and teachers work together?

Does the administration of the program facilitate its effective operation?

In Parts II, IV, and V reading programs on the different educational levels are described and appraised.

2. *Appraisal of the reading process*

Is there progress in speed and accuracy of comprehension appropriate to the individual pupil?

Has the individual acquired sufficient competence in reading to enable him to achieve readily the broad aims of reading?

Have reading, speaking, listening, and thinking been interrelated?

Has the student acquired facility in word perception and the more subtle aspects of the interpretation of meaning?

Are the reading activities carefully planned and graded?

In Parts VI and VII the important processes of interpretation and word perception are described and appraised.

3. *Appraisal of reading materials*

Has attention been given to the vocabulary of the locale as well as to words of generally high frequency?

Is the material too cluttered up with unnecessary technical and unfamiliar words introduced too rapidly?

Does the style in which the books are written have life, spring, balance, punch?

Does each new paragraph have "pulling power"?

Does the author deprive the reader of the joys of discovery by summing up too soon?

Does the content relate to the students' interests?

Is a favorable reading environment created?

Does the reading material meet the individual's need for wholesome growth through laughter, hobbies, understanding of the world of nature and the world of man, help in solving one's personal problems?

Are varied kinds of reading material in many different fields made available?

In Parts III, VIII, and X various kinds of reading materials are described and appraised.

4. *Appraisal of the end results of reading*

Does reading contribute to all-round, essential kinds of development? Does it develop the best unique qualities of each individual as well as desirable common characteristics?

Does reading result in better functioning of an individual's intelligence, better personality and character?

Is there growth in reading as a means of communication?

Does reading lead to improvements in the environment?

These few details merely suggest the wealth of concrete descriptions, suggestions, and evaluation to be found in the most recent volume of Professor Gray's admirable series.

RUTH STRANG

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The Classification and Cataloging of Maps and Atlases. By SAMUEL W. BOGGS and DOROTHY CORNELL LEWIS. New York: Special Libraries Association, 1945. Pp. 175. \$8.75; institutional members, \$4.50.

The first edition of this volume was issued in mimeographed form in 1932, when Mr. Boggs was the geographer and Mrs. Lewis the map librarian of the Department of State. A further account of their classification system appeared in the *Annals of the Association of American Geographers*, Vol. XXVII (1937), under the title, "Library Classification and Cataloging of Geographic Material," and constituted a report to the council of the Association by a committee headed by Mr. Boggs. The 1945 edition appears again under the coauthorship of Boggs and Lewis; it has been revised and enlarged, though the system is essentially the same as that presented earlier.

The plan for maps and atlases described in this volume consists of an areal or regional classification with a secondary subject classification for the various areas. The notation for the area classification is based on numbers similar to those of the Dewey decimal system. The notation for the subject classification is based on ten lower-case letters to be used singly or in combination with other letters depending upon the degree of detail desired. This notation is written

on the catalog card following the number notation. To these symbols may be added the date and an author symbol such as the Cutter-Sanborn.

The rules for cataloging have been designed to present a card similar in appearance to the Library of Congress book cards so that the map and atlas cards may be incorporated into a general library catalog without causing complications by variations in size or style. The unit card, however, is a title card, and librarians may question whether or not a convincing case is presented in its favor. There is good reason to believe map people generally have long relegated the author to an undeserved minor role and that a stronger argument in the author's behalf is in order. On the whole, however, one must say that the section dealing with cataloging is comprehensive, clearly expressed, and more acceptable for general library use than the section on classification.

Let it be understood at the outset that, while all map people agree the best system for classifying and filing maps is by area with subject subdivisions, no system can be devised that will receive accord readily from all concerned, particularly in regard to the varying needs of a special library versus the map library that is a department of a larger unit. Since many map libraries are not adequately classified or cataloged, there is a definite advantage for them to adopt a more or less uniform system rather than have each branch off on its own private tangent. Whatever is finally adopted will have to represent compromises on many scores. The chief controversies will arise over sequential arrangement, notation symbols, and terminology. There are points in the Boggs and Lewis system that are still open for discussion and will not satisfy all needs, as, for example, dividing the maps of the Soviet Union between the 320's of Europe and the 420's of Asia. The classification schedule as it appears in the book is abridged, which may or may not explain why some relatively minor areas are classified in considerable detail when such important areas as Japan are not classified in any detail at all. The notation will need to be adjusted for libraries using the Dewey system, in order to prevent confusion between book numbers and map numbers.

The subject classification schedule will undoubtedly arouse conflicts and need reconsideration if libraries seriously consider its adoption as it now stands. The system was adapted largely from the "research catalog" of the

American Geographical Society in New York, which is a special library and at full liberty to channel its collection through a network designed to serve the field of geography. The map library in a public, college, or university library will have a very much broader viewpoint, and will both want and need to have this viewpoint recognized and reflected in the subject classification, with outlines and terminology closely related to the classification used for related text material. A system that only casually recognizes history, allows one major division for general maps and another for the history of geographical knowledge, and then divides all other subjects into one of four aspects of geography will not be satisfactory from a working point of view for the general map library. The notation symbols have been devised at the map library of the Department of State, which is also a special library and at liberty to adopt any system it prefers. The consolidation of subjects into a few major groups with numerous subdivisions may make for a certain unity of thought, but it also makes for few short notations and many expanded ones of several letters. The longer combinations of letters make the system more difficult to learn and to remember, and give the effect of being cumbersome. It is hoped that, before map libraries are classified and cataloged on a large scale, a less complicated subject classification can be devised with an outline of subjects actually covered by maps and terminology more appropriate to the demands made upon a general map library, together with a much more simplified notation system.

Both the area and subject schedules would be improved by the use of greater variation in type to bring out the major headings more distinctly. Part of the confusion regarding the schedules is the fault of the printer, who deserves no bouquet for his contribution to the volume. Several supplementary pages are needed to cover the more important errata, numerous indentations have gone astray, and no attempt could be made to straighten out the paging of the area classification without reprinting the whole schedule.

The list of definitions, technical notes concerning maps, bibliography, maps illustrating the area classification, and natural scale indicator add greatly to the book. The price of the volume is unfortunately high enough to prevent the distribution that the book deserves and the library world needs.

Notwithstanding differences of opinion on various scores, the fact remains that this volume is of great significance in the library world because it has definitely dispelled the myth that maps are peculiar and are not subject to library procedures. Boggs and Lewis have shown that maps can be classified and cataloged successfully in a special library, and they have done much that will be of great value to the more general library. The authors have pioneered in a very important field, and in time every map library will be in debt to them for the tremendous amount of work and study that has gone into the preparation of this volume.

AGNES WHITMARSH

University of Chicago Library

State Programs for the Improvement of Teacher Education. By CHARLES E. PRALL. Prepared for the Commission on Teacher Education. Washington: American Council on Education, 1946. Pp. xi+379. \$3.00.

This book is one of a series published by the American Council on Education on the subject of teacher education. Since 1936 the council has concerned itself with this subject as one of its major problems. A subcommittee appointed that year "to look into the nature of the most pressing difficulties and to suggest the sort of study that might reasonably be expected to be most fruitful in dealing with them" published its findings in 1938 in a pamphlet entitled *Major Issues in Teacher Education*. The recommendations of this subcommittee resulted in the appointment of the Commission on Teacher Education in the spring of 1938.

Two large-scale projects resulted from the commission's activities. The first was a nationwide co-operative study of teacher education, running from September, 1939, through June, 1942. The experiences of this study are reported in three volumes published by the Council in 1944: Maurice E. Troyer and C. Robert Pace, *Evaluation in Teacher Education*; Charles E. Prall and C. Leslie Cushman, *Teacher Education in Service*; and Earl Armstrong, Ernest V. Hollis, and Helen E. Davis, *The College and Teacher Education*. The second enterprise was a series of co-operative studies in individual states, and a survey of these studies is the concern of the book here reviewed.

As stated in its own words and in its first

declaration of policy, the commission set out "to provide opportunities for those concerned with teacher education to think and work together," insisting at the same time that "particular groups must formulate their own objectives, study their own situations, set up and evaluate their own programs." Major reliance was placed on the values of local initiative and group thinking, and general outlines of any kind or controlled experiments were avoided.

The policy of the commission was further clarified in that "it conceived of its function as that of offering services when and where desired in connection with experiments related to a 'group's own recognized needs,' though it proposed to 'emphasize unremittingly the interrelatedness of problems and practices' in the whole area of teacher education."

As a result of the commission's policy, the state programs grew out of the urgent issues and problems peculiar to each state.

In upstate New York the study centered around the desire to extend the preparation of secondary-school teachers by developing five-year programs and the questions of standards incident to such programs. In West Virginia a study developed out of the need to develop a single combined curriculum for both elementary- and secondary-school teachers. The Michigan study was planned to stimulate improvement along many lines rather than centering on any one problem of major concern. Studies in other states based upon their own peculiar problems were carried out in Alabama, Florida, Kentucky, and Georgia.

The book is divided into four parts. The first part has to do with the events leading up to the appointment of the commission by the American Council on Education, the purpose the commission was to serve, and the policy it developed. Chapter ii gives a running account of three of the state programs in broad outline—those of upstate New York, West Virginia, and Michigan. The purpose of this is apparently to give a complete picture of three of the state programs as they developed.

The rest of the volume is organized topically instead of by individual programs. The author states: "This topical arrangement was chosen as the one most likely to permit cross-reference

and comparison. It likewise affords the opportunity of being reasonably faithful to the sequence of events without letting these overweight the narratives."

Part II deals with "The General Education of Teachers," covering the aspects of this phase as revealed by the activities in upstate New York, the efforts in West Virginia, and the approach in Alabama.

Part III covers "The Professional Education of Teachers," describing the results of the studies in New York, Florida, and central Michigan.

Part IV covers "Education in Service" and includes the activities in Kentucky and Georgia.

This reader senses the author's continued argument for the state-wide attack on teacher-training problems. This is fairly obvious in his recognition of the state as the governmental unit responsible for education within its borders, in his reference to the value of taking advantage of the ideas of the relatively few liberal and progressive thinkers in each institution. It is further supported by frequent references to such terms as method of communication, method of exchange, cross-fertilization, and effects on institutional and personnel morale through co-operative effort. The all-state co-operative study is obviously the author's idea of democracy in action.

The surveys of the studies in the various states are arranged and described so as to be of interest and usefulness either to the reader who is concerned with the methods by which the studies were made or to the reader who is interested in the results achieved. The book should be exceedingly useful for both purposes. Analysis of methods is made, pointing out reasons for relative success or failure of the various techniques practiced. The way the programs were carried out suggests both methods and results in evolution rather than techniques perfected and problems solved, and this concept as a working philosophy seems to have the approval of the author.

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BOOK NOTES

A Guide to the Literature on the History of Engineering Available in the Cooper Union Library: A Classified Bibliography. Compiled by the COOPER UNION LIBRARY. ("Cooper Union Bulletins: Engineering and Science Series," No. 28.) New York: Cooper Union for the Advancement of Science and Art, 1946. Pp. ix+46.

The historical treasures of an important engineering library are brought to light in this competent bibliography. The contents include transportation and manufactures as well as civil, mechanical, electrical, and chemical engineering. The organization is by subject rather than by periods of time. Some criticisms of classification can be made: "Roads," for example, appears under "Civil Engineering," while "Railroads" appears under "Transportation," and a section on "Water Transportation" under "Transportation" is not distinguished from a section on "Ships and Shipbuilding" under "Manufactures." The bibliography has author, subject, and historical indexes. Only the more unusual items are annotated.

A librarian naturally inquires concerning the relation of a bibliography of a single collection to the card catalog of that collection. It is asserted in the Preface to the Cooper Union list that "card catalogs do not readily lend themselves to displaying the content of any particular part of a collection in convenient survey fashion." The user of the bibliography is likely to agree that it is the more useful tool for the specific purpose of comprehending the engineering history materials in the library. This is not so much the result of the completeness of entry and flexibility of use of the bibliography as it is of the more appropriate arrangement of materials. The bibliography form permits an organization of knowledge in print which is likely to be educationally useful to the student and to the scholar.

Alexander Pope: A List of Critical Studies Published from 1895 to 1944. By JAMES EDWARD TOBIN. New York: Cosmopolitan Science and Art Service Co., Inc., 1945. Pp. 30. \$0.75.

Jonathan Swift: A List of Critical Studies Published from 1895 to 1945. By LOUIS A. LANDA and JAMES EDWARD TOBIN. ("Eighteenth Century Bibliographical Pamphlets.") New York: Cosmopolitan Science and Art Service Co., Inc., 1945. Pp. 62. \$1.25.

These are the first two of a series of guides to materials for the study of eighteenth-century literature, listing critical editions, books, articles, and notes published within the last fifty years, under the

general editorship of Mr. Tobin. The Pope list contains 414 items, the Swift 573, arranged in twelve classifications of general criticism and of discussion of specific works. Cross-references, by item numbers, direct the reader to similar, supporting, or opposing opinions. Reviews are listed only when they contain further pertinent discussion or assume the proportions of articles. The Swift pamphlet contains two additional aids: an index of five hundred names, and the starring of titles which "effectively present the chief materials, problems, and interpretations of Swift scholarship in the last five decades."

"Pictorial Americana: A Select List of Photographic Negatives in the Prints and Photographs Division of the Library of Congress." Compiled by MILTON KAPLAN; issued by the PHOTODUPLICATION SERVICE, LIBRARY OF CONGRESS. Washington, 1945. Pp. 38. Free. (Mimeographed.)

The file of photographic negatives listed in this index was inaugurated in 1944. It represents only a small portion of the historical prints in the collections of the Library of Congress, but the Prints and Photographs Division expects to add to it systematically. The 750 negatives included portray various phases of American life and history and cover a broad range of pictorial material—views of American cities, scenes of battles, eminent personages, presidential inaugurations, railroads, ships, and many other subjects. The items are arranged by subject. Information about price, etc., is given for the convenience of those who wish to order prints.

Unfinished Business in American Education: An Inventory of Public School Expenditures in the United States. By JOHN K. NORTON and EUGENE S. LAWLER. Washington: American Council on Education, 1946. Pp. 64. \$1.00; 10 or more copies, \$0.75 each; 100 or more, \$0.60 each; 1,000 or more, \$0.50 each.

This report opens with the following words: "Let us start another war—this time upon ignorance." The objective in this new campaign is the substandard classroom, found in every state in the nation. When the objective is taken, it is to be replaced by adequate educational facilities. The purpose of the campaign is to provide a sound foundation for America in an educated youth.

The present pamphlet is based upon a comprehensive two-volume report, *An Inventory of Public-School Expenditures in the United States*, published in 1944 by the American Council on Education for a professional audience. The pamphlet can be described to librarians as an elaborate *Equal Chance*,

in which the essential facts about American education are set forth succinctly. It represents popularization at its best, with all the skill of the pen, the camera, and the drawing board used to create a hard-hitting report for general distribution. The facts presented are not new to educators, but the way they are presented is new, and the audience they should reach is thereby vastly extended.

"North Texas Regional Union List of Serials: Supplement, January 15, 1945—February 15, 1946." Edited by ARTHUR M. SAMPLEY. Denton: North Texas State Teachers College, 1946. Pp. 133. (Mimeographed.)

Although the "North Texas Regional Union List of Serials" was published as recently as 1943, already two supplements have been issued, the second covering acquisitions between January 15, 1945, and February 15, 1946. A new and complete union list, incorporating present and future acquisitions, is contemplated for two years hence. This volume, together with the two which have preceded it, gives evidence of the great value in the co-operative effort which has made them possible. Through such effort the individual institutions may develop their own holdings with minimum duplication of other collections in the same geographic area.

"Current Serials in Chemistry: A Study of the Titles Held in Colorado and Wyoming Libraries, with a Supplement Including Titles of Serials in Chemistry and a Union List of Holdings." By JAMES G. HODGSON. ("Library Bulletins," No. 17.) Fort Collins: Colorado A. & M. College Library, 1945. Pp. 51. (Mimeographed.)

This list comprises a specially selected group of titles in the general field of chemistry, outlines the methods by which the titles included in the list were selected, and shows the subject basis on which the titles have been divided, together with some analysis of the statistical holdings by various libraries; finally, it shows the holdings for a group of Colorado and Wyoming libraries. Because the titles selected are primarily intended to meet the special interests of this group of libraries and because of the rather limited area involved in the checking of holdings, it is doubtful whether the list would be very valuable to institutions outside the general region.

"A Selected List of Books for Children," *Guide Post*, Vol. XXI, No. 4 (April, 1946). Cincinnati: Public Library of Cincinnati, 1946. Pp. 20. \$0.10.

This is a useful list of 350 books for children, compiled by a group of children's librarians in the Cincinnati Public Library and their supervisor, Miss Julia F. Carter. It aims to include well-written and well-illustrated stories with true-to-life characteri-

zations, a wide range of interests and hobbies, and plenty of material on other lands.

There are three major divisions (for the youngest, the "middle-aged," and older boys and girls), with a number of subdivisions. "For the Youngest" will be helpful because, contrary to custom, its titles are grouped according to theme and type. Librarians will like the descriptive annotations because they have an intriguing note to whet the child's reading curiosity. A few of the titles in the list for the older group belong in the "middle-aged" section, as Arason's *Golden Hair*.

The list is a companion piece to the "List of Books for Young People" in an earlier *Guide Post*.

Guide to United Nations and Allied Agencies. Issued by the UNITED NATIONS INFORMATION OFFICE. New York, 1946. (Planographed.)

With the multiplication of international agencies, the usefulness of this *Guide*, compiled by Miss José Meyer, is obvious. For each of eighty-five agencies, which include those set up as a direct outcome of World War II and those connected with United Nations activities, the following information is given: address, members, chief officers, creation and authority, purpose, activities, reports and publications, and references. Each appears on a separate planographed sheet or sheets, and the separates are bound together in loose-leaf format, in alphabetical order (there is no volume page numbering). The United Nations Information Office is no longer in existence; requests for the *Guide* should be addressed to the Reference Center, United Nations Department of Public Information, Box 1000, New York 1, N.Y.

Clasificación bibliográfica decimal: Manual compendiado del Instituto Internacional de Bruselas: Manual preliminar por Margaret M. Herdman. Edited by JOAQUÍN DÍAZ MERCADO. Mexico: Antigua Librería Robredo, 1945. Pp. 200.

Since the Third National Congress of Mexican Libraries approved the adoption of the Brussels expansion of the Decimal Classification for Mexican libraries, this translation should prove particularly welcome. Most of the publication is devoted to the systematic and auxiliary tables, together with an alphabetical index. Included in the volume is a translation of Miss Margaret Herdman's useful pamphlet *Classification: An Introductory Manual*, as well as some consideration of the Dewey, Brussels, and Library of Congress systems with reasons given for the preference of the Brussels. The inclusion of Miss Herdman's pamphlet is not to be interpreted as her indorsement of the Brussels classification. Since quite the contrary is the case, it is unfortunate that the pamphlet was included at all. The volume as a whole suffers from numerous typographical errors.

BOOKS RECEIVED

- Alexander Pope: A List of Critical Studies Published from 1895 to 1944.* By JAMES EDWARD TOBIN. New York: Cosmopolitan Science and Art Service Co., Inc., 1945. Pp. 30. \$0.75.
- Annual Report of the City Librarian for the Year Ended 30th June, 1945.* Issued by the JOHANNESBURG PUBLIC LIBRARY. Johannesburg, Africa, 1945. Pp. 15.
- Annual Report of the Librarian of Congress for the Fiscal Year Ended June 30, 1945.* Issued by the LIBRARY OF CONGRESS. Washington: Government Printing Office, 1946. Pp. 233.
- Anuario bibliográfico peruano de 1944.* Preparado bajo la dirección de ALBERTO TAURO. ("Ediciones de la Biblioteca Nacional," No. 2.) Lima, 1945. Pp. 215.
- The Art of Plain Talk.* By RUDOLF FLESCHE. New York: Harper & Bros., 1946. Pp. xiii+210. \$2.50.
- Bibliographies of Studies in Victorian Literature for the Thirteen Years 1932-1944.* Edited by WILLIAM D. TEMPLEMAN. Urbana: University of Illinois Press, 1945. Pp. vii+450. \$5.00.
- La Biblioteca Nacional de Lima, 1943-1945.* By JORGE BASADRE. ("Ediciones de la Biblioteca Nacional," No. 3.) Lima, 1945. Pp. 64.
- La Bibliothèque de l'Université d'Ottawa: Son rôle et ses initiatives.* By AUGUSTE-M. MORISSET. (Reprinted from *Le Devoir*, September 8, 1945.) Pp. 8.
- A Check List of English Plays, 1641-1700.* Compiled by GERTRUDE L. WOODWARD and JAMES G. McMANAWAY. Chicago: Newberry Library, 1945. Pp. 155.
- Clasificación bibliográfica decimal: Manual compilado del Instituto Internacional de Bruselas: Manual preliminar por Margaret M. Hardman.* Edited by JOAQUÍN DÍAZ MERCADO. Mexico: Antigua Liberia Robredo, 1945. Pp. 200.
- A Classical Education: Presidential Address Delivered to the Classical Association at Oxford on 4th April 1945.* By C. M. BOWRA. London: Oxford University Press, 1945. Pp. 31. \$0.25.
- The Classification and Cataloging of Maps and Atlases.* By SAMUEL W. BOGGS and DOROTHY CORNWELL LEWIS. New York: Special Libraries Association, 1945. Pp. 175. \$8.75; institutional members, \$4.50.
- Eleventh Annual Report of the Archivist of the United States for the Fiscal Year Ending June 30, 1945.* Issued by the NATIONAL ARCHIVES. ("National Archives Publication," No. 46-8.) Washington: Government Printing Office, 1946. Pp. vi+86.
- Emergent Responsibilities in Higher Education.* Compiled and edited by JOHN DALE RUSSELL with the assistance of DONALD M. MACKENZIE. ("Proceedings of the Institute for Administrative Officers of Higher Institutions," Vol. XVII [1945].) Chicago: University of Chicago Press, 1946. Pp. vi+142. \$2.00.
- Fénix: Revista de la Biblioteca Nacional, No. 1* (primer semestre de 1944), No. 2 (primer semestre de 1945). Director, JORGE BASADRE. Lima, Peru. Pp. 158, 234. 2½ soles per issue; 3 soles outside Peru.
- Film Forum Review: A Quarterly Devoted to the Use of Motion Pictures in Adult Education, Vol. I, No. 1* (spring, 1946). Published by the Institute of Adult Education, Teachers College, Columbia University, in co-operation with the National Committee on Film Forums. New York, N.Y. Pp. 32. \$1.00 per year.
- Final Report of the New York State Joint Legislative Committee on Legislative Methods, Practices, Procedures, and Expenditures.* Issued by the STATE OF NEW YORK. ("Legislative Documents," No. 31 [1946].) Albany: Williams Press, Inc., 1946. Pp. 236.
- Fünzig Jahre: Schweizerische Landesbibliothek (La Bibliothèque Nationale Suisse: Un demi-siècle d'activité), 1895-1945.* Bern, 1945. Pp. ix+188.
- Gold Star List of American Fiction: Six Hundred and Forty Titles, 1823 to 1946, Classified by Subject with Brief Reviews.* Syracuse, N.Y.: Syracuse Public Library, 1946. Pp. 48. \$0.50; 10 or more copies, \$0.45 each; 50 or more copies, \$0.40 each.
- A Guide to the Literature on the History of Engineering Available in the Cooper Union Library: A Classified Bibliography.* Compiled by the COOPER UNION LIBRARY. ("Cooper Union Bulletins: Engineering and Science Series," No. 28.) New York: Cooper Union for the Advancement of Science and Art, 1946. Pp. ix+46.
- Guide to United Nations and Allied Agencies.* Issued by the UNITED NATIONS INFORMATION OFFICE. New York, 1946. (Planographed.)
- Henry Barnard's "American Journal of Education."* By RICHARD EMMONS THURSFIELD. ("Johns Hopkins University Studies in Historical and Political Science," Ser. LXIII, No. 1.) Pp. 359. Cloth, \$3.75; paper, \$3.00.
- Intellectual Trends in Latin America: Papers Read at a Conference on Intellectual Trends in Latin America Sponsored by the Institute of Latin American Studies of the University of Texas, Austin, Texas, April 13 and 14, 1945.* Issued by the UNIVERSITY OF TEXAS INSTITUTE OF LATIN-AMERICAN STUDIES. ("Latin-American Studies,"

- No. 1.) Austin: University of Texas Press, 1945. Pp. 148.
- Jonathan Swift: A List of Critical Studies Published from 1895 to 1945.* By LOUIS A. LANDA and JAMES EDWARD TOBIN. ("Eighteenth Century Bibliographical Pamphlets.") New York: Cosmopolitan Science and Art Service Co., Inc., 1945. Pp. 62. \$1.25.
- Magazines for School Libraries.* By LAURA KATHERINE MARTIN. New York: H. W. Wilson Co., 1946. Pp. 206. \$1.90.
- Die Mittelniederdeutschen Texte des 13. Jahrhunderts: Beiträge zur Quellenkunde und Grammatik des Frühmitteldeutschen.* By GUSTAV KORLÉN ("Lunder germanistische Forschungen," edited by ERIK RÖOTH, No. 19.) Lund: C. W. K. Gleerup, 1945. Pp. 252. Kr. 15.
- "National Censuses and Vital Statistics in Germany after the First World War, 1919-1944." Issued by the CENSUS LIBRARY PROJECT (Reference Department, Library of Congress, and Bureau of the Census, Department of Commerce.) Washington, 1946. Pp. 37. Free to libraries. (Mimeographed.)
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- Niederdeutsche Mitteilungen, Vol. I (1945).* Published for the Niederdeutschen Arbeitsgemeinschaft (Sällskapet för Lågtysk forskning) zu Lund by C. W. K. Gleerup, Lund, and Ejnar Munksgaard, Kopenhagen. Each annual volume will contain one or two numbers. Pp. 93. Kr. 5 per year; free to members.
- "North Texas Regional Union List of Serials: Supplement, January 15, 1945-February 15, 1946." Edited by ARTHUR M. SAMPLEY. Denton: North Texas State Teachers College, 1946. Pp. 133. (Mimeographed.)
- Peoples Speaking to Peoples: A Report on International Mass Communication from the Commission on Freedom of the Press.* By LLEWELLYN WHITE and ROBERT D. LEIGH. Chicago: University of Chicago Press, 1946. Pp. vii+122. \$2.00.
- Progress and Problems in Education for Librarianship.* By JOSEPH L. WHEELER. New York: Carnegie Corporation of New York, 1946. Pp. 197.
- "Rules for Filing Cards in the Catalogs of Columbia University Libraries." Compiled by a committee of the CATALOGING DEPARTMENT. New York: Columbia University Libraries, 1946. Pp. 72. \$1.75. (Mimeographed.)
- Scientific, Medical, and Technical Books Published in the United States of America, 1930-1944: A Selected List of Titles in Print with Annotations.* Edited by R. R. HAWKINS; prepared under the direction of the National Research Council's Committee on Bibliography of American Scientific and Technical Books. Washington: National Research Council, 1946. Quarto. Pp. xv+1114. \$20. (Distributors for the United States, R. R. Bowker Co.; for Latin America, the Office of International Information and Cultural Affairs, Department of State; for Europe, the United States International Book Assoc.)
- Secondary Education in the South.* Edited by W. CARSON RYAN, J. MINOR GWYNN, and ARNOLD K. KING. ("University of North Carolina Sequicentennial Publications," LOUIS R. WILSON, Director.) Chapel Hill: University of North Carolina Press, 1946. Pp. xi+269. \$3.00.
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- Subject Headings: The History and Theory of the Alphabetical Subject Approach to Books.* By JULIA PETTEE. New York: H. W. Wilson Co., 1946. Pp. 191. \$2.75.
- Unfinished Business in American Education: An Inventory of Public School Expenditures in the United States.* By JOHN K. NORTON and EUGENE S. LAWLER. Washington: American Council on Education, 1946. Pp. 64. \$1.00; 10 or more copies, \$0.75 each; 100 or more, \$0.60 each; 1,000 or more, \$0.50 each.
- What . . . Where . . . Why . . . Do People Read? Highlights of a Survey Made for the American Library Association and 17 Cooperating City Libraries.* Issued by the NATIONAL OPINION RESEARCH CENTER. ("Reports," No. 28.) Denver: National Opinion Research Center, 1946. Pp. 32. \$0.50.

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